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ABSTRACT

An inservice program to reduce sex-stereotyping was conducted in four western New York locations for teams of vocational teachers, guidance counselors, and administrators. Designed to have maximum impact on eliminating sex-stereotyped attitudes, behaviors, and expectations of school personnel and adolescents, four major areas of knowledge were incorporated into two sequential courses: (1) topics and issues related to sex stereotyping and bias, (2) evaluation, (3) strategies for change, and (4) communication and facilitory leadership skills. To minimize the cost of delivery, yet maximize possibility of participants working together, a delivery system combining ten class meetings and nine learning packets was developed. Participants planned and, wherever possible, conducted programs or workshops on sex stereotyping; evaluated individual school district plans for meeting sex equity legislative mandates; planned, implemented, and evaluated a project; and developed a proposal for funding. A variety of program evaluation methods were used including increases in non-traditional enrollment areas, number of new sex equity contacts made by participants, programs conducted, learning packet logs, individual class and final evaluation, and several group growth evaluations. Initial evaluation results appear to be positive and varied. However, since two teams had not yet completed the course, only tentative conclusions were made. (Thirteen appendixes contain sample announcements, forms, assignments, reports, and evaluation used.) (MEK)

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STATE-WIDE VOCATIONAL IN-SERVICE
FOR
REDUCING SEX STEREOTYPING AND BIAS
1977-78 REPORT

PROJECT MOVE

Maximizing Options in Vocational Education

Funded by the

Division of Occupational and Adult Education

New York State Education Department

COMMUNITY SERVICE EDUCATION
NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
A Statutory College of the State University
Cornell University, Ithaca, New York

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OEO 23593

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The success of Project MOVE is due to the dedicated and talented Project MOVE staff. Individually and as a team, they have provided a variety of unique and necessary talents for carrying out a wide range of tasks and activities. All have been involved in some way in the development of materials and delivery of the course. Members of the project staff have included Jane Crawford, Diane Brannon, Kevin Donovan, Janice Hazeltine, Mary Kuhr, Ken McEwan, and Suzan Schatz.

Appreciation is extended to the members of the various classes for their many excellent suggestions, enthusiastic receptiveness to the course, and acceptance of the role of change agents. They are the ones who are ultimately responsible for reducing sex stereotyping and bias in education.

TABLE OF CONTENTS

Page

Need and Rationale 1

Description of In-service Program. 6

- Delivery System. 6
- Course Content and Objectives. 8
- Team Teaching of Classes 11
- Classes. 11
- Learning Packets 12

- Publicity. 18
- Initial Classes. 19
- Participants 20

Initial Project Evaluation Results 23

- Pre-Assessment of Participants 23
- Initial Course Outcomes. 27
- Course Evaluation. 33

Other Project Activities 40

References 42

Appendices 43

TABLES

		Page
I.	Enrollment & Fields Represented By Classes	21
II.	Characteristics of Participants	22
III.	Pre-Assessment Results	26
IV.	Total Reported and Projected Contacts	28
V.	Average Number of Reported Contacts Made Per Person Per Learning Packet	29
VI.	Group-Growth Evaluation Results	39

NEED AND RATIONALE

Testimony given during development of Title IX and the 1976 VEA legislation was very critical of discrimination by sex in occupational and vocational education. A 1974 study by the General Accounting Office concluded that widespread discrimination on the basis of sex was the pattern rather than the exception in vocational programs. Steiger referred to exclusion and inadequate counseling as the most insidious forms of discrimination in vocational education. A 1977 research report by Dittman found that vocational educators described male and female sex roles in very stereotyped ways. Although enforcement of legislation can pave the way for eliminating overt forms of discrimination due to stereotyping, elimination of the more subtle or covert sex stereotyping and biases which affect adolescents' expectations and attitudes must also be dealt with if the real cause of inequity is to be eliminated.

Public policy now clearly states that we must find ways to eliminate sex stereotyping and bias in schools, and especially in the junior and senior high school years where occupational and other life time choices are made. Though a great deal of emphasis is being placed on eliminating sex stereotyping in occupational enrollment, a more wholistic approach is needed to prevent increased occupational choices from having negative and destructive effects upon society. As females have gained greater expectations and opportunities due to the reduction of occupational sex stereotyping, males also need to be provided a wider variety of choices and opportunities. If sex-role stereotyping of choices and responsibilities for both males and females is not reduced, increased occupational choices for females only can result in increased stress and discontinuity in personal and family living. Sex stereotyping and bias in occupational pursuits and total life participation need to be eliminated concurrently if the present trend of increased disintegration of personal and family relations is to be

reversed. Though the 1976 Vocational legislation speaks most strongly to the occupational aspects, it also provides support for a wholistic approach of eliminating sex stereotyping and bias for the total life expectations and activities of humans.

At present, the roles for one-half of the population are changing more rapidly than are those roles for the other half; role choices, activities and responsibilities are expanding faster for women than for men. The growing number of women in the labor force and the increasing number of female heads of households demonstrates that women are assuming roles which they had not previously assumed. In contrast, studies indicate that most men do not view their roles as expanding and that they frequently do not feel they have an increasing number of choices or opportunities. Results of the pilot study which provided the framework and impetus for this project demonstrated that males in vocational education are significantly more restricted and less accepting in their attitudes about and expectations for changing roles than are females. Findings of other studies validate this conclusion.

Whenever there are major changes in a significant number of people's lives, as with the expanding roles for today's women, but without adaptive or complementary changes in the lives of others, an imbalance in the ecology of human relations is created. This imbalance causes conflicts, stress and disharmony for those whose expectations and behaviors are limited by traditional beliefs as well as for those who are changing.

The personal and interpersonal problems people experience in their work, family and marriage roles are caused in part by the unrealistic, limited or unbalanced role expectations they have for themselves and others. The perpetuation of traditional sex-stereotyped beliefs and roles prevents people from having realistic and expanded expectations for themselves and for others.

If the following assumptions are accepted:

- Teachers, counselors, and administrators can and do affect adolescents' expectations and attitudes,
- Teachers, counselors, and administrators are themselves products of sex stereotyped education,

it becomes apparent that in-service is needed for helping them to examine and change sex-stereotyped and biased behaviors and attitudes. Without changes in their behaviors and attitudes, elimination of overt discrimination, changes in enrollment and provision of non-biased curriculum may not have a very great effect on the elimination of stereotyping and bias in education. Though changes in enrollment patterns in subjects traditionally subscribed to by one sex is a desired outcome, those changes, in and by themselves, may only reflect attention to symptoms rather than treatment of the disease that has perpetuated sex-stereotyped expectations and education. Research has shown that teachers', counselors', and administrators' attitudes, values, and expectations have a significant influence upon students (Leacock, 1969; Lee and Kadar, 1974; Rosenthal and Jacobson, 1968; Sadker and Sadker, 1974; Steele, 1974). Educators like Levy (1972) and Howe (1971) agree that the key to change lies with the classroom teacher. When a teacher changes, everything in his or her room changes as well. When a teacher becomes aware of sexism, this awareness cannot help but reach at least some of the children (1973, p. 756).

Because the teacher can be a vital force in breaking the vicious cycle of sex stereotyping in education and society, a real danger of teachers actually increasing adolescents' stereotyped attitudes and expectations exists. In the future, an increasing number of both adolescent boys and girls will enroll in vocational courses which have been traditionally closed to them because of their sex. If the teachers of these courses demonstrate and reinforce stereotyped attitudes and behaviors, students may actually be exposed to <u>more</u> rather than less sex stereotyping. The teachers of these courses could negate the very purpose of opening all vocational/occupational courses to students of both sexes.

Considering this possibility, plus the reality that the majority of classes that have been traditionally for one sex are taught by a teacher of that sex, it is essential that in-service on the topic reaches and affects both male and female vocational educators. The findings of significant differences between adult male and female vocational educators on various attitudinal and knowledge questionnaires have important implications for planning in-service programs and materials. One factor that could very well explain these differences might be that most of the attention given to the topic has been aimed at females. The overwhelming majority of written materials, organizations and projects dealing with sex discrimination, stereotyping and bias have focused on females. A second probable factor is the very nature of the male stereotype. In contrast to the female stereotype, which allows for the expression of emotion, the effect of the more rigid male stereotype is to minimize the male's ability to deal with feelings and emotions. This, plus the concept of the male stereotype being the socially preferred one, can make it much more difficult for males to deal with and accept the idea that sex stereotyping and bias have negative effects on them.

Whatever the reasons for adult males being significantly less open to expanding roles for both sexes, this difference needs to be considered if programs and materials are to be effective for males as well as females. The following assumptions and guidelines for this in-service project were based upon the programs conducted for and findings of the pilot project, and examination of research, project reports and other written materials (much of which are summarized in the source book, Expanding Adolescent Role Expectations).

Assumptions for Planning and Presenting In-service Programs

1. Males may be more dependent upon the male stereotype for feelings of self-confidence and self-worth than are females upon the female stereotype.
2. Though sex stereotyping and bias have negative effects upon males, the effects are more subtle or covert and thus not as easily identified and dealt with as the effects on females.

3. Both males and females are much more apt to perceive the topic as a feminist issue rather than a human issue.

4. Both males and females may represent the entire continuum of beliefs which include the belief that sex stereotyping is "good" as well as the belief that it should be eliminated.

5. Challenging and questioning life long attitudes, values and ideas can be threatening, cause defensiveness and result in negative reactions.

6. People do not purposely decide to be stereotyped and biased in their attitudes and behaviors; they are simply reflecting their socialization processes.

7. Presenting and integrating factual information with experiential activites, such as value clarification exercises, has greater impact upon participants' attitudes and behaviors than does focusing solely on knowledge or on attitudes.

8. Using the concept of expanding work and family roles, which retains traditional roles as choices, is more acceptable and less threatening than using the concept of changing roles and/or focusing only on the labor force.

9. Because attitudes and behaviors are the result of life long learning, any one meeting, class or workshop may only be able to create an awareness of the issue, provide some basic information and create cognitive dissonance.

10. If the above is done in such a way as to minimize defensiveness and negative reactions, the possibility of future change is enhanced.

Guidelines Used for Planning and Presenting the In-service Programs

1. The topic is established as one of human liberation with equal emphasis and attention to the effects of sex discrimination, stereotyping and bias on both sexes.
2. An open and accepting climate is established to help minimize and deal with possible defensiveness of participants.
3. Provisions for small groups (3-5 people) is made to encourage participants to interact and share personal experiences related to sex stereotyping and bias.
4. Class sessions are planned to integrate cognitive information, affective experiences plus the application or use of information in actual teaching wherever possible.
5. Changes occurring in both the labor force and family are addressed; focusing solely on the labor force deals mainly with the effects of stereotyping and bias on women whereas men are concerned about possible breakdown of the family unit.

The aforementioned assumptions and guidelines have formed part of the theoretical basis and philosophy for the development and implementation of Project MOVE's state wide in-service project. The major purpose of the project is to develop the leadership of vocational educators at the local level so they can have maximum impact on changing educators' and students' sex-stereotyped attitudes, behaviors and expectations.

DESCRIPTION OF THE IN-SERVICE PROGRAM

The goal of this project is to provide an in-service program designed to have maximum impact on eliminating sex-stereotyped attitudes, behaviors, and expectations of secondary school personnel and adolescents, which will result in adolescents having expanded occupational and total life expectations.

Some of the objectives that guided the initial development and are presently guiding the implementation of the project are to:

a) select and train groups of vocational educators, guidance personnel and administrators to become effective agents for change within their respective buildings and BOCES* Districts,

b) provide course work and a support system over an extended period of time which will increase the groups' effectiveness as leaders and change agents within their districts,

c) continuously evaluate and refine project and course activities and materials,

d) provide a comprehensive report of activities and changes resulting from the teams' participation in the project/course.

Delivery System

The BOCES* districts of New York State were selected as the administrative unit for delivery of the in-service program. Typically, occupational programs are offered at the BOCES plant for the students of secondary schools

*BOCES stands for Board of Cooperative Education Services. In areas other than large cities, a BOCES serves several school districts by providing occupational education programs and other special programs and services.

within the BOCES district. Because of the major influence of the secondary schools on the students who enroll in BOCES programs, involvement of personnel from secondary schools subscribing to the BOCES programs was deemed essential to maximize the effectiveness of the in-service project.

The model in use for achieving maximum impact on eliminating sex stereotyping involves the training of groups of vocational educators to become change agents within their own districts. These groups include vocational teachers, guidance counselors, and administrators from the subscribing secondary schools and from the BOCES plant itself. The group approach was deemed necessary for the development and maintenance of a support system within each district, and if possible, within each building.

The provision of comprehensive training to participants so they can be effective change agents in their own districts requires more than knowledge about sex discrimination, stereotyping, bias, and related topics. It is also necessary that participants understand and be able to use change strategies, leadership skills for effecting change, and data collection and evaluation techniques. These factors, plus the amount of time necessary for changes to occur in the attitudes and behaviors of participants and for participants to implement projects resulted in the decision to offer a six-credit program over a period of nine months.

Two criteria for developing the delivery system of the training program were that it be cost effective while at the same time maximizing the impact of the program on local districts. Training-of-trainer programs frequently provide an intensive period of training at a site far removed from the participants own geographic locale. Because of the nature of the topic, the knowledge that, for many people, an extended period of time would be necessary for them to internalize attitudinal and behavioral changes, the cost of an intensive

training period, and the need for developing and providing local support for change, it was decided that the course work should be provided in the field and over an extended period of time. To minimize the cost of delivery and maximize the possibility of participants working together to implement course activities and projects within their schools, a delivery system combining class meetings and learning packets was developed. This presently consists of ten class sessions, with a learning packet distributed at the first nine classes. The learning packet content is equivalent to a class session and includes assignments for two classes. The initial and last class sessions are six hours in length. All other sessions are three hours long.

Course Content and Objectives

In order to maximize the potential effectiveness of participants' ability to facilitate change, four major areas of knowledge were identified as essential and incorporated into two sequential courses. These four areas are 1) topics and issues related to sex stereotyping and bias, 2) evaluation, 3) strategies for change and 4) communication and facilatory leadership skills. All of these topics are gradually integrated and provide the basis on which participants develop , implement, and evaluate projects for facilitating change.

The following course outline illustrates the major topics for each of the areas. The major ways in which they are integrated include planning and if possible, conducting a program or workshop on sex stereotyping, evaluating Title IX and BOCES plans for meeting legislative requirements, and planning, implementing and evaluating a project. Developing a proposal for funding is a final topic but the actual writing of a proposal for obtaining funding is not a requirement.

Topical Outline for CSE 607 and 608

Major Content Areas:

	Issues	Evaluation	Strategies for Change	Communication and Facilatory Leadership Skills
CSE 607	Recent Legislation, Federal and state policies that affect vocational education Changes in the labor market and family, and implications for voc. ed. Expectations and attitudes of adolescents, implications	Assessing knowledge and attitudes about issues and change Assessing behaviors Random sampling techniques Development of items for instrumentation	Restraining and Supporting forces for change Theories of Organizational change Theories of Attitudinal change	-Maintenance and task functions -Individual and group decision making and problem solving -Establishing group goals
CSE 608	Identifying and dealing with sex stereotyping and bias in: program and curriculum materials, testing and measurement, career education materials Sex fair teaching and guidance	Factors influencing data collection Data gathering techniques Steps in conducting survey Administering questionnaires Descriptive statistics Interpreting results Formative and summative evaluation	Principles of change Models for Change Role of change agent in schools	-Communication Skills (with) individuals and groups) -Interviewing Techniques -Leading discussion groups -Dealing with controversy and conflict

Planning and Conducting a Program or Workshop

Evaluating Title IX and BOCES plans for meeting state and federal requirements

Planning, implementing and evaluating projects for facilitating change

Developing proposals for possible funding for projects

General course objectives which are based upon the four content area and the goals of the course are cited below. Specific behavioral objectives related to these general objectives, the four content areas, and the development and implementation of projects are provided as a part of the learning packets and are used to plan class meetings.

Class members will:

-assist their program and school in meeting the requirements of Title IX and the new 1976 Vocational Education Legislation, as well as recent New York State education policies on sex equity.
-have up-to date information about the preparation that adolescents need to meet changing work and family roles.
-use classroom teaching techniques and activities to help adolescents develop realistic work and family expectations.
-be knowledgeable about critiquing and preparing educational materials for sex-fair education.
-be able to apply change strategies to the development and implementation of activities for facilitating change.
-develop facilatory leadership, communication, and team members skills that can increase their effectiveness in working with young people and adults.
-be responsible for collecting data that could be used for planning projects and programs and for obtaining funding and possibly for completing certain aspects of required State Education Department reports.
-be able to apply evaluation techniques for pre and post assessment of attitudes, knowledge and behaviors of target groups.
-develop increased understanding and appreciation of the roles, responsibilities, and contributions of the various vocational subject matter areas and of guidance and counseling.
-develop increased understanding, communication and cooperation between the BOCES faculty and faculties of junior and senior high schools.
-assume responsibility for serving as a resource person, sharing course information and materials with other faculty and administrators.
-be trained to provide programs and workshops on these topics for their students and faculty.

-develop, implement and evaluate projects for facilitating change within their programs, school, and, hopefully, throughout their school systems.

Team Teaching of Classes

Classes are planned and taught by a team of project personnel. The decision to have a team of two to four people teach the classes instead of a single individual was based on several factors. One major factor is to provide the class members with an example of a team working together (which is demonstrating facilatory leadership). A second factor is that one person could not adequately accomodate all the many individual and small-group needs of participants, such as conferencing about projects, assignments, special problems, etc. Another is the need to ensure indepth knowledge of each of the wide range of topics. This has been made possible by having members of the team assume additional responsibilities for specific topics, as legislation, state policies, changing labor force, changing family, knowledge and attitudes of adolescents, etc., as well as evaluation, change strategies, facilatory leadership, group processes and subject matter areas represented by participants. Teaching teams consist of both males and females. This helps to ensure and demonstrate the project's balanced approach and view of the issues as being those of humans rather than only of women.

Classes

Classes are usually scheduled on weekdays after school hours or evenings. Prior to the first class, an orientation and registration meeting is held. The first class is an intensive six-hour workshop devoted to increasing awareness and knowledge of the various issues, developing group relationships and helping the teaching team assess the group for planning future classes.

Classes are planned on the basis of the past and next learning packets, the characteristics and needs of a specific group, and the four course components of 1) content related to sex stereotyping, etc. 2) evaluation, 3) change and

4) facilatory leadership. Each class session includes cognitive and attitudinal information and activities, and activities and/or information related to behaviors. Following are some guidelines used for planning each class session.

Some Guidelines Used For Planning Class Sessions

1. Create situations (i.e. small discussion groups, activities) that provide for a lot of interaction so everyone gets to speak and is encouraged to share information, experiences, etc.
2. Involve participants in summarizing and applying the last learning packet.
3. Include an activity for developing group working relations, group cohesiveness, cooperation and a sense of teamwork and support of others.
4. Include one or more activity to aid understanding of and use of communication skills and functional leadership skills.
5. Include an activity they can use in their teaching and/or in working with another group (such as doing a workshop). Be sure to indicate this, discussing how they might use it.
6. Provide new information (Media can frequently be used).
7. Provide information on, and discussion of evaluation activities and assignments and activities: why they are doing them, how they can use the results, techniques, etc., what are results they are obtaining. Relate this to planning for change and planning projects.
8. Provide information on, activity for and/or discussion of readings and activities on change, how this is related to their facilitating and planning for change, and their projects.
9. Respond to individual and small group concerns, questions and needs.
10. Provide simulations of situations they are facing or may face in implementing course assignments and objectives.
11. Continuously increase class members' responsibilities for carrying out some of the class activities.
12. Introduce the next Learning Packet. Do class evaluation or group climate evaluation.

Whenever possible, any one activity or presentation is used to meet two or more of the aforementioned guidelines. Class evaluation or group climate evaluation forms are completed by participants at the end of most class sessions. After a class, the team assesses the meeting and evaluations in order to determine implications and make changes for future classes and special needs of a particular group or specific individuals.

Learning Packets

A copy of a sample learning packet developed for the course is included in the appendix. Because this is a six credit course, and it combines the use of class sessions and learning packets, the learning packets are fairly comprehensive. Following are the titles and general topics covered in each learning packet.

1. Sex Stereotyping: What, Why, How
2. Legislation: Know the Law
3. Changing Labor Force and Family
4. Adolescents: Attitudes and Expectations
5. Teachers Make a Difference
6. Sexism in Textbooks and Career Education Materials
7. Critquing Media and Tests
8. Using What You've Learned (Project and workshop reports)
9. Putting it All Together (Includes proposed writing, assessing districts' progress in implementing Title IX and II)

Each packet contains:

1. A statement of the objectives for the learning packet with one or more for each component of the course.
2. A variety of assigned readings and one or two independently selected readings from a suggested list. The assigned readings occasionally include handouts written by team members on specific topics such as evaluation, planning a workshop or program, developing a project proposal, leadership skills, etc.

3) Discussion questions to serve as guidelines for readings and class discussion. The participants are expected to know the major concepts and facts.

4) Learning Activities. Most are required, but some are individually selected or teachers develop their own content appropriate activities. The activities are varied depending upon the content of the learning packet. They may include collecting and analyzing data from teachers not participating in the course, students, or others; conducting activities with students, interviewing key administrators, locating resources, practicing leadership skills, developing their project, etc.

5) A log specifically for the learning packet that requests evaluation and feedback on the contents of the packet, reactions to readings, number of contacts made related to the course, an explanation of additional activities they might have carried out and concerns, questions, and special needs.

6) Other materials, such as resource lists, new resources, questionnaires, audio tapes or film strips are also occasionally included in the learning packet.

The following example of a learning packet log illustrates the general format and content of the learning packets.

LOG WORKSHEET #2

NAME _____

CLASS _____

1) LP CONTENT - OVERALL RATING ____EXCELLENT ____GOOD ____FAIR ____POOR

2) READINGS (#'s CORRESPOND WITH ASSIGNMENT #'s)

	VALUE		
	GREAT	SOME	LITTLE
1a. "Title IX: Questions and Answers"	____	____	____
1b. "Partial List of Actions"	____	____	____
1c. Source Book pp. 29-30 & pp. 25-28	____	____	____
1d. "Sex Equity: The Call to Leadership"	____	____	____
1e. "Anyone's Guide to Filing a Title IX Complaint"	____	____	____
2a. Chapters 1 & 2 in Joining Together	____	____	____
3a. "The Steps in Executing a Survey"	____	____	____
3b. "Interpreting Survey Data"	____	____	____
4a. "A Look at Loss and Change"	____	____	____
4b. "Resistance to Change"	____	____	____
4e. Federal Laws and Regulations Chart	____	____	____

3) CONTACTS SINCE LAST GROUP MEETING

HOW MANY TEACHERS WOULD YOU SAY YOU HAVE SHARED COURSE MATERIALS WITH OR DISCUSSED ANY OF THE TOPICS/INFORMATION COVERED?

____ NO. OF VOCATIONAL-OCCUPATIONAL TEACHERS (OF THESE, HOW MANY ARE NEW CONTACTS?)

____ NO. OF ADMINISTRATORS (OF THESE, HOW MANY ARE NEW CONTACTS?)

HOW MANY STUDENTS HAVE YOU DISCUSSED COURSE TOPICS WITH?

____ NO. OF STUDENTS (OF THESE, HOW MANY ARE NEW CONTACTS?)

OTHERS, SUCH AS PARENTS, FRIENDS?

____ NO. OF OTHERS (OF THESE, HOW MANY ARE NEW CONTACTS?)

For each learning packet, participants return completed assignments and the log. Sometimes assignments are used as the basis for activities used in the next class. Members of the teaching team assess and respond to the assignments which are then returned to class members. Logs are copied and used for formative evaluation of learning packets and progress of participants as well as for summative assessment of the course in terms of the number of contacts made by participants.

Following are some guidelines used for developing the learning packets.

1. The objectives for the learning packet are stated. When appropriate, one or more objectives for each of the four course components is included.
2. Appropriate readings and/or reading assignments related to the topics and objectives are provided.
3. Participants actually use the information in some way, such as
   -responding to discussion questions
   -sharing with other teachers
   -doing an activity with a class they are teaching
   -relating it to their school policies, teaching materials, curriculum, etc.
   -in developing their projects
4. Information and activities on evaluation and change are related whenever possible and implications for projects are indicated.
5. Information and activities on communication and leadership are related to their roles as educators, roles as facilitators of change, and/or roles as team members.
6. Activities that will increase the number of contacts and interaction with students, teachers and others concerning the topic are included.

7. A means of obtaining feedback on the value of readings, activities, assignments (and problems that occurred in completing them) is provided.

Learning packets are presently being revised and refined for the third time. The continuous feedback provided on the learning packet logs has provided an excellent source of information for the revisions.

IMPLEMENTATION OF COURSE

Because of the late notification of funding, no major effort for implementation of the project and delivery of the course could be undertaken until late in October of 1977. At that time staff members were hired, publicity for the course initiated, and the development of course materials was begun.

Publicity

Letters about the course were sent to administrators of selected BOCES districts, which gave the broad objectives of the course, explained how it was to be delivered, who was eligible and the desire to have as many of the secondary schools represented as possible. The letter stated that school districts were not expected to provide released time for teachers to participate nor was there any major financial commitment required of the school districts. Follow-up contact was made by phone and meetings with administrators interested in having the course offered in their district were held. Procedures for contacting the administrators of secondary school districts were determined. Multiple copies of announcements about the course were provided for distribution to teachers. An example of an announcement is appended.

Administrators were provided the following suggested criteria for selecting and/or recommending teachers for the course.

As individuals, the team members should:

--be employed full-time as vocational educators
--have demonstrated qualities of leadership or potential leadership,
--be receptive to new ideas, educational methods, and materials,
--be self-starters who assume and carry out responsibilities,
--be accepted and respected by other faculty,
--have demonstrated interest and involvement in school and/or community affairs.

As a team, members should represent:
--as many of the various vocational-occupational subject matter areas as possible

--as many of the secondary physical plants as possible.

Follow-up letters, phone calls, and visits when possible were made to administrators of supporting school districts to encourage participation.

Initial Classes

The initial plan was to provide the in-service course over a period of two semesters (nine months). Because of the late starting date, the decision was made to provide the full six credit course to a maximum of two groups, and begin two more classes in January This meant that the course would continue through the 1978 fall semester for the second groups.

Arrangements were made to provide the course to two groups of ten members each from the Ithaca and Auburn areas. Both of these BOCES districts represented mainly rural school districts. Approximately one-half of the supporting school districts of each BOCES district elected to participate by having one or more teachers take the course.

Though the initial proposal was to provide the in-service course over a period of two semesters (nine months), the first two groups completed it in less than seven months. A group in the Rochester area and another in the

Syracuse area, each representing one urban and one suburban BOCES district, began the course in late January, 1978. Approximately thirty people are enrolled in each of these classes and they are completing the second part of the course during the fall semester of 1978. The class formats and learning packets were revised for the second two groups on the basis of formative evaluation data obtained from the initial two groups.

Participants

The following table provides the enrollment by class and BOCES districts. Both males and females are represented in each class, with the total enrollment consisting of forty-five percent males and fifty-five percent females.

The participants represent a variety of vocational subject matter areas with guidance counselors, home economics, and industrial arts teachers represented in each class. All but one class (Auburn) has had an administrator as a participant.

TABLE I

ENROLLMENT AND FIELDS REPRESENTED BY CLASSES

Class	Enrollment		
	Total	Male	Female
Ithaca	10	6	4
Auburn	10	4	6
Syracuse			
City	15	7	8
Suburban	17	8	9
Rochester			
City	12	4	8
Suburban	16	7	9
Total	80	36 (45%)	44 (55%)

TABLE I (continued)

	#	%
Guidance Counselors	11	13.8
Machine trades	1	
Auto Mechanics	4	11.3
Ag. & Diesel Mechanics	1	
Motorcycle Maint.	1	
Small engine repair	2	
Industrial Arts	11	
Woodworking	1	16.3
Metal work and welding	1	
Home Economics (General)	19	
Food Prep.	2	30.0
Childcare	2	
Fashion Merchand.	1	
Business	12	16.3
Computer Programming	1	
Practical Nursing	1	3.8
Dental Assisting	2	
Graphic Arts	2	2.5
Ag. Ed.	1	1.3
Voc. Ed.--Special Ed.	1	1.3
Administrators	3	3.8

Table two provides a breakdown of the characteristics of the participants in the four classes. Classes have not differed greatly in respect to the average age and sex. The Rochester Class contained a larger percentage of permanent certifications and master's degrees than did the other three classes.

TABLE II

CHARACTERISTRICS OF PARTICIPANTS

Characteristic	Ithaca	Auburn	Syracuse	Rochester	Total
Total Enrollment	10	10	32	28	80
Average Age	42	39	38	40	39
Sex - Male %	60	40	47	39	45
Female %	40	60	53	61	55
Marital Status -					
Married %	90	70	71	93	81
Single %	10	30	29	7	19
Education -					
Associate Degree %	-	-	9	-	4
Bachelors (4 yr.) %	60	70	53	25	46
Master's %	30	10	28	71	41
No Degree % (or not reported)	10	20	10	4	8
Certification					
Provisional %	40	30	34	11	26
Permanent %	40	40	63	89	66
No Certificate % (or not reported)	20	30	3	-	8

(N = 80, 1 = 1.25%)

INITIAL PROJECT EVALUATION

The evaluative data being reported is that which has been collected from participants during the time the course has been provided. It includes pre-assessment of participants' attitudes, knowledge and behaviors; the number of contacts reported by them; and examples of activities and projects they have implemented plus their evaluations of class sessions, learning packets, and the course. Follow-up evaluation is to be conducted four to five months after the end of the course. At this time, changes in participants' attitudes and behaviors, continuing and additional activities they have carried out, and identifiable changes resulting from their activities, as enrollment patterns, will be assessed.

Pre-Assessment of Participants

Class members responded to various intruments during the initial part of the course. Two instruments were used to measure their attitudes, one to measure knowledge, and one to measure sex-stereotyped and biased teaching behaviors as reported by their students.

"What Do You Feel". This Likert-type questionnaire is also referred to as "Expanding Roles." At the orientation meeting, class members filled out the questionnaire. This questionnaire was developed specifically for the project and classes. After an extensive review of questionnaires already developed, it was found that 1) most other instruments were concerned only with the changing role of women in today's society, 2) they covered such a wide variety of issues that it was difficult to determine what was being measured, and 3) few had been tested for their reliability and validity. The course emphasizes the impact of changing roles on both men and women. As vocational educators, class members not only provide instruction on specific subjects but also counsel and guide students in preparing for a society that has expanding opportunities and responsibilities both in their work and personal lives. A copy of the questionnaire is provided in Appendix C. The questionnaire was developed by S. Schatz.

The split half reliability of the 32 item instrument is .90. Each item is scored with one point or a zero with the maximum score possible being 32. The higher the score, the more tolerent the attitude toward men and women who assume non traditional roles, and toward husbands and wives who share and exchange wage-earning and homemaking responsibilities.

The average score for various groups tend to differ somewhat and may be due mainly to the characteristics of the group. Home economics teachers are almost all female and tend to have higher scores. The higher scores of females indicate that they are more open to multiple and expanding roles for both sexes than are males. The results for this and the other pre-assessment devices are reported in Table III.

"Attitudes Towards Women." This questionnaire had been used extensively prior to our use of it. It was developed by Janet Spence and used by Spence and Hermeich with college students and their parents at the University of Texas. It concerns one's overall view of women in a variety of roles which they play in today's society. It is scored by giving three (3) to a response which accepts an expanded role for women down to a score of (0) for the most restricted or limited view, with a possible maximum score of 75. The higher the score, the less biased is the respondent with respect to expanded roles for women. An estimated reliability of .83 is reported for it. A copy of the instrument is provided in Appendix D.

Participants responded to the questionnaire at the first class meeting. The pre-assessment results are reported in Table III.

Labor and Family True/False Quiz. This quiz was developed to sample educators knowledge of changes in the labor force and family. It has gone through several revisions and updates. Participants responded to it during the second class session. It was used as the basis of a learning activity and discussion during

a later class meeting. A copy of it is provided in Appendix E and the results for course participants are given in Table III.

Participants also administered the quiz to their students as an assignment in the learning packet on adolescents.

The class participants tended to have slightly higher scores on all instruments when compared to results obtained for the pilot study and non-participating teachers. When analyzed by sex of respondents, females consistently had more liberal attitudes towards and were more knowledgeable about changing roles.

TABLE III
PRE-ASSESSMENT RESULTS

	Instrument	Class: Ithaca	Auburn	Syracuse	Rochester	Total Group
1.	Expanding Roles $\bar{X}$	24.46	26.22	23.97	24.26	24.39
	s.d.	4.93	3.96	5.20	5.01	4.93
	n	11	9	31	31	82
2.	Attitudes Towards Women $\bar{X}$	62.36	61.10	57.53	58.86	59.17
	s.d.	9.30	8.53	11.2	12.1	11.0
	n	11	10	28	29	78
3.	Labor and Family Quiz -Teachers	72.4%	76.7%	72.2%	77.6%	74.6%
	$\bar{X}$	18.09	19.17	18.04	19.39	18.64
	s.d.	3.39	2.93	2.77	2.90	2.94
	n	11	6	27	26	70

Student Checklist. This 25-item machine-scored questionnaire was developed to obtain students' perceptions of sex-stereotyped or biased behaviors of their vocational teachers. As part of the course, it also served the purposes of 1) providing the participants with student feedback about their classroom teaching behaviors and 2) increasing the students' awareness and understanding of equitable classroom teaching behaviors. A copy of the checklist is provided in Appendix F.

Individual items are scored 0 if sex-biased teaching behaviors are reported and 1 if not reported. The total score obtained is multiplied by four to convert it to a percentage. Thus, the maximum possible score obtainable is 100, which would indicate students reported no sex-stereotyped or biased teaching behaviors. Reliability and validity for the instrument was determined, in part, by having 25 vocational student teachers administer the instrument to their classes and having their cooperating teachers rate them (the student teachers) on the instrument. The correlation coefficient obtained when comparing the ratings of the classes and cooperating teachers was .84.

Because the form of the student checklist that was originally used was seven items longer and was not printed on machine scored answer sheets, the data for the four classes has to be reanalyzed. At this time, the data available is that obtained for two classes each of 280 vocational teachers from schools represented by class members.

The average score obtained for all of the vocational teachers was 63.7%. Male teachers had an average score of 61.4% and female teachers had an average score of 67.9%. Male students tended to rate their teachers as more sex-biased (60.3%) than did female students (67.9%).

The following lists, in rank order, the subject matter areas and average ratings received by each group.

Distributive Education	72.4
Health Occupations	68.4
Business	67.5
Home Economics	67.3
Agriculture	61.2
Trade	60.6
Technical	57.1

The pre- and post-student ratings of class members will be reported as part of the follow-up evaluation of the project.

Initial Course Outcomes

Two initial means for evaluating the success of the course include the number of contacts reported by participants and the types of activities and projects they implemented. A more rigorous means of evaluating the effectiveness of the course will be changes in enrollment patterns in courses traditionally for one sex or the other. Though this type of data will be collected as part of the follow-up evaluation, some information on enrollment is reported here.

Number of Contacts Made By Participants. On each of the nine learning packet logs, the participants reported the number of people they had discussed the course topic with, shared materials with, or carried out activities with. The categories for types of contacts included vocational teachers, other teachers, administrators, students and others. (This last category included family, friends, and people not directly involved in education). Table IV provides a summary of the actual number and projected number of contacts made by the members of the four classes. Because two of the groups (Rochester and Syracuse) don't finish the course until December of 1978, contacts for them for the remaining time are projected numbers. Projections are based upon their reported contacts for learning packets 1 through 5 and the relation of these numbers to the reported contacts of the Ithaca and Auburn groups.

It should be noted that the number of contacts made may be a bit inflated because of the original wording of the reporting form. Originally, no distinction was made between number of contacts, and number of new contacts. Starting with Learning Packet Six for the Ithaca/Auburn group, and Learning Packet Three for the Rochester/Syracuse group, only new contacts were reported. This reporting change explains in part the drop in the number of contacts reported by the Ithaca/Auburn group between Learning Packets 1-5 and 6-9.

However, these figures are understated because at the time of computation only 20 percent of the reports were in from the Rochester/Syracuse Learning Packet 5. It is estimated that the overall number of contacts would increase by approximately 4,000 for the entire course if these had been included. The actual reported contacts will be presented in the final report for the 1977-78 duration of the project.

TABLE IV

TOTAL REPORTED AND PROJECTED CONTACTS

Types of Contacts	Actual Ithaca and Auburn	Actual and Projected* Rochester and Syracuse	Total
Voc. Teachers	601	2562	3163
Other Teachers	451	1860	2311
Administrators	142	675	817
Students	3225	12192	15417
Others	512	5688	6200
Total No. of Contacts	4931	22977	27908

* Projected numbers determined by actual number of reported contacts for learning packets one through five and the projected number of contacts for learning packets six through nine.

On the basis of actual reported contacts of the Ithaca/Auburn class members, there was a total average of 246 contacts made by each person. The actual and projected number of contacts made by the Rochester and Syracuse classes would average out to 383 per person. Two factors would result in the Rochester and Syracuse classes reaching a greater number of people. One is that their groups represent larger school systems and more densely populated areas, while the Ithaca and Auburn groups represent rural areas and smaller school populations. Also, in revising the learning packets for the Syracuse and Rochester classes, more assignments and activities were included that would result in their making additional or a greater number of contacts. The figures reported in Table IV indicates this expected increase in contacts for each learning packet for the Syracuse and Rochester class members.

TABLE V

Average Number of Reported Contacts
Made Per Person Per Learning Packet

	Per Learning Packet, One Through Five*		Per Learning Packet, Six Through Nine		Average Per Packet, One Through Nine	
Types of Contacts	Ithaca Auburn	Syracuse Rochester	Ithaca* Auburn	Syracuse** Rochester	Ithaca* Auburn	Syracuse** Rochester
Vocational Teachers	4	7	4	6	4	7
Other Teachers	4	5	1	5	3	5
Administrators	1	2	1	2	1	2
Students	18	33	23	28	20	31
Others	3	16	4	12	3	14
Total Per Learning Packet	30	63	33	53	31	59

* Based upon number of logs returned

** Based upon projected totals for Syracuse and Rochester learning packets six through nine

The total number of 27,908 contacts (actual and projected) for the 80 participants averages out to almost 350 contacts per participant. Students represented the largest group that class members discussed the topic and/or carried out activities with.

An unknown factor is how many of the contacts proceeded to interact with others concerning the topic. The majority of the course participants reported that they provided resources to other teachers who wished to discuss the topic and do activities with their classes. It would seem reasonable to estimate the number of students reached could be double the actual number reported by the participants. If so, a total of 30,800 contacts with students could occur. This could bring the total number of contacts resulting from the course to a figure in excess of 43,000.

It is of interest how many "others" the class members report they interact with concerning the topic. Inquiries concerning who the "others" are indicate family, friends, and parents of students make up this group.

Activities and Projects of Participants

A course requirement was the development and implementation of a project that would facilitate the reduction of sex-stereotyping and bias in the participants' professional situations. The projects frequently resulted in participants carrying out a wide variety of activities. In some instances, initial activities resulted in revision of or different kinds of projects.

Many of the participants who initially thought they would conduct programs or workshops for faculty found the resistance or attitudes of their faculty indicated the need for less direct approaches. A wide variety of activities were carried out to create faculty awareness of the issue. Some course members decided to work directly with selected faculty who were receptive to the topic and/or who could reach a large number of students.

Due to the different situations and varying ability of the participants, a wide variety of activities and projects were implemented. Some of these were carried out by sub-groups or teams within the class and some were individually planned and implemented. In some instances, people actually planned and implemented activities that could be considered the equivalent of two or more projects.

The following list summarizes the majority of the major activities and projects implemented by the 20 Ithaca and Auburn class members. In that the actual planning of a project is not formalized until the beginning of the second half of the course, the Rochester and Syracuse activities and projects are not reported.

ACTIVITIES AND PROJECTS

OF 20 CLASS MEMBERS

Types of Activities	Frequency of Activity	No. of Class Members Involved
Special activities carried out with faculty (without meeting then as group),i.e., surveys, providing results, providing information in school publications, etc.	8	9
Taught special unit with students, mini-courses for students on non-traditional courses	5	7
Development of special curriculum materials, sharing with other teachers	3	3
Development and use of media i.e., posters, bulletin boards, slides, audio tapes, flyers, etc.	5	7
Participating in, reactivating or establishing special committees on topic	4	5
Serving as a resource person for other teachers who included the topic in their program	8	9
Special meetings, programs, workshops for faculty	12	12

The special programs and workshops included a workshop for all BOCES faculty, programs for the various departments in a district, programs for own department faculty, a program provided during a school fair, awareness and rap sessions for interested faculty, and a workshop for county guidance personnel.

In addition to the aforementioned list, some other activities carried out by class members included:

- critiquing and recommending textbooks,
- establishing resource centers in libraries or teacher centers,
- a male and female teacher exchanging and teaching auto mechanics and food service courses and reporting on the activity to faculty,
- working with administration on sex equitable application and interviewing materials,
- becoming the Title IX officer,
- borrowing project media for use by other teachers,
- working with the Librarian and/or media person for ordering special materials.

Examples of the course members project plans and project status reports are appended (Appendix G & H). Also appended are examples of some of their products, including a poster (I-1), a unit of instruction (I-2), and a plan for a workshop (I-3).

Indicators of Enrollment Changes

Initial fall enrollment data obtained from two rural school districts (each having one person in the course) and one BOCES program indicate some possible trends. Because enrollment does not stabalize until after several weeks of school, and the information reported is not an adequate sample of the schools and programs represented by class members, plus the numerous other variables that can affect enrollment, no conclusions about the relationship of the course can be made at this time.

A guidance person in a small rural school district reported slight enrollment increases of non-traditional students in home economics, general business, mechanical drawing, metal shop, wood shop, and small engines classes.

The increase of non-traditional students for these courses ranged from one to six per class.

One participant (an administrator) of a small rural secondary school reported major increases for males enrolled in various home economics and business courses and slight decreases for females enrolled in some industrial arts and shop courses. In that the overall enrollment figures show an increase in home economics and business courses that exceeds enrollment increases in industrial arts, these changes may be a result of revised and new courses in home economics and business.

One of the BOCES (3 course participants) reported a total increase of seven students enrolled in non-traditional courses. Females were enrolled in auto body I (1), auto mechanics I (1), building maintenance (1), and machine shop (2). Two males were enrolled in cosmetology.

Course Evaluation

Several different kinds of evaluation activities have been used for evaluation of the course. Methods for formative evaluation have included feedback by participants on learning packet logs and several short evaluation forms used for assessing class sessions. The formative evaluation techniques have provided the basis for continuous assessment, modification and improvement of the learning packets and class sessions. One major difficulty that is faced when planning and implementing instruction for a diverse group is providing for individual learning styles, needs and special interests. The formative evaluation techniques have maximized the teaching staffs' ability to do this.

Learning Packet Logs

Responses of participants on the logs concerning the various components of the learning packets, as readings, activities and assignments, have been

continuously tallied and used for evaluating and revising them. Revisions have included reorganization of topics, selection of different readings, and rewriting or designing different learning activities and assignments. Page 35 is an example of summarized participants' responses for one learning packet log.

The logs have also provided a means of giving individuals feedback on specific concerns, comments and questions, and as a source of information of items for the project bulletin. Participants have made many very helpful and important suggestions for improvement of the learning packets.

Class Evaluations

Several short evaluation forms have been used at the conclusion of class sessions. Participants responses have provided the teaching staff with a basis for assessing their teaching, revising the plan for the class before repeating it with a different group, and for planning future classes with the same group.

One class evaluation form frequently used has 11 semantic differential items. Page 37 is an example of participants' evaluation of one class meeting.

Another type of evaluation frequently used for feedback from class participants had them respond to incomplete sentences. Page 38 provides a summary for one of these devices from one of the class sessions.

EXAMPLE -

SUMMARY OF LOG/RESPONSES

Name Ithaca Class

Date March 9, 1978

LOG WORKSHEET #5

1) LP Content - Overall Rating 5 excellent 4 good ___ fair ___ poor

LP helped me reach the stated objectives: 6 a great deal

___ not at all

1 somewhat, but could have been more direct

2) READINGS (#'s corresponding to assignment #'s)

		Would you recommend these to another teacher?	Why?
1a.	"Title IX: A Long Dazed Journey into Rights"	9# yes	1 no 1 undec
1b.	"Partial List of Actions . . . Title IX"	6# yes	2 no 1 undec
1c.	Source book, pp. 19-30	9# yes	no undec
1d.	"Title IX: Questions and Answers"	10# yes	no undec
1e.	"Getting a Sense of What It's All About"	10# yes	no undec
1f.	"Introduction to Vocational Education Amendment"	7# yes	2 no undec
1g.	"Anyone's Guide to Filing a Title IX Complaint"	10# yes	no undec
1i.	"Letter to Local Administrators . . . "	6# yes	4 no undec
1j.	Your local Title IX plan (copies to be shared)	8# yes	1 no undec
1k.	"Examples of Sex-Fair Compliance Efforts"	9# yes	1 no undec
2b.	"Changing Attitudes: Research Findings"	9# yes	1 no undec

3) DISCUSSION QUESTIONS

Did you find these useful in preparing for your meeting? 6 yes ___ no 2 somewhat

Would you like to have similar discussion questions included in the next LP? 7 yes 1 no

4) CONTACTS SINCE LAST GROUP MEETING:

How many teachers would you say you have shared course materials with or discussed any of the topics/information covered?

20 No. of vocational-occupational teachers

121 No. of other teachers

11 No. of administrators

How many students have you discussed course topics with?

152 No. of students

Others, such as parents, friends?

39 No. of others

5) ACTIVITIES (#'s corresponding to assignment #'s)

Of how much interest and value were the activities of the LP?

INTEREST					VALUE		
Great	Some	Little			Great	Some	Little
4	5	1	1g.	Learning your district's grievance procedures	4	6	0
1	9	0	1g.	Assessment/strategy re: publicity of grievance procedures	2	9	0
2	7	1	1h.	Sending for resources	3	7	1
6	4	0	2a.	Analysis of local plan	5	5	0
4	3	1	2b.	Listing influences on attitude change	4	3	1
3	5	2	2c.	Examining legislation chart	3	6	1
1	5	1	2d.	Identifying local support groups	1	4	2
5	4	0	2e.	Media search	3	5	0
5	4	2	3a.	"Practicing Task and Maintenance Functions"	6	2	3
1	1	1	4a.	"Comparing Teacher and Student Ratings"	2	2	0

What other activities related to the course did you carry out? Describe ____

---

6) FEEDBACK

Are there any questions or problems you've encountered that you think would be helpful to you and others if discussed during course time? Please explain.

The part of this LP I learned the most from was Analysis of local plan-4, (Managing Attitudes-1, Title IX Q&A-1, Guide to school-1.

The least useful/informative portion of this LP was Examining leg chart-1, task & maint-1, Apple House-1, comm. skills-1, media search-2.

Example:

SUMMARY OF EVALUATION OF CLASS

(Semantic Differential Form)

N=33

This is just a quick check list asking some questions about the class meeting itself. Please circle the number which represents how you felt.

DURING THE CLASS DID YOU FEEL:

comfortable	(27) 1	(4) 3	(2) 5	7	9	uncomfortable
listened to	(26) 1	(3) 3	(3) 5	(1) 7	9	not listened to
part of the group	(24) 1	(6) 3	(3) 5	7	9	not part of the group
involved	(20) 1	(11) 3	(2) 5	7	9	uninvolved
interested	(24) 1	(7) 3	(2) 5	7	9	bored
willing to share a problem	(16) 1	(12) 3	(4) 5	7	9	not willing to share a problem

If you want to explain any response please do so here.

DID YOU FEEL THE CLASS HAD:

good planning	(27) 1	(6) 3	5	7	9	poor planning
good content	(21) 1	(12) 3	5	7	9	poor content
important topics	(21) 1	(9) 3	(3) 5	7	9	unimportant topics
good participation	(25) 1	(6) 3	(2) 5	7	9	poor participation
clarity	(16) 1	(10) 3	(5) 5	(2) 7	9	confusion

If you want to explain any response please do so here.
-People started to participate at the end
-Too much noise during directions for assignments
-Toward the end, the L.P. appeared too "volumous"
- A.V. presentation could have been clearer, i.e., screen

Sex: 13 Male
19 Female
1 no answer

Marital Status: ___ Single
___ Married
Other

SUMMARY OF EVALUATION OF CLASS

(Incomplete Sentence Form)

1. The most interesting part of today's class was:

discussion in groups - 4
the video presentation - 5
interaction

2. As a result of today's class I feel:

More frustrated at how to proceed on larger than individual basis
More comfortable with the course, but less sure of the other participants
O.K.
It's a long ways to go
That we will develop strategies to aid in dealing with stereotypes as presented by students in class
I am getting on my feet regarding stereotyping and learning
Delighted with the group, inadequate as a leader in school
A bit confused as to what direction I should be aiming my efforts
Motivated toward subtle dissemination

3. The aspect of the class that I am most concerned about is:

changing stereotyped attitudes of our group
subtle awareness
getting down to the nitty gritty
are we really going in the right direction
positive strategy
the discussion - I sometimes get lost when listening to others discussing because I have been unaware
Title IX
project

4. For me to participate in the class was:

a good feeling to express my feelings and be listened to
really difficult. I felt some people really were too overpowering
interesting
not easy as I sometimes felt I couldn't say what I wanted to
easy
good
interesting and I feel very much interested in all points of view
easy (?)
easier this meeting

5. Because of today's class I want to:

help open people's minds to possibilities that exist
read more
?
have a little more direction
continue with class discussions thinking of using fantasy - will provide feedback
learn more about this whole thing
keep reading and working and trying to get organized to pass all this along
find what resources should be listed in the learning packet
make a more complete log

Group-Growth Evaluation

A group growth evaluation form was administered during the first part of the course and again towards the completion of the course. It provided information on the development of working relationships and cohesiveness of the group. In that a major component of the course and class meetings dealt with developing and using group-centered or facilatory leadership skills, the device provided a means of assessing group members' perceptions of theses processes. A copy of the instrument is provided in Appendix J. The following table provides the pre and post means and the amount of change for the Ithaca and Auburn classes. Possible responses for each item range from one to seven, with a 1 indicating the behavior was never displayed, a 4 indicating it was sometimes displayed, and a 7 indicating it was displayed all the time.

TABLE VI

GROUP-GROWTH EVALUATION RESULTS

Area	$\bar{X}$	Ithaca (N=10)	Auburn (N=10)	Total (N=20)
Climate (8 items)	Pre	5.37	4.94	5.15
	Post	6.51	5.00	5.75
	Change	+1.14	+.06	+.60
Data Flow (2 items)	Pre	5.50	6.50	6.00
	Post	6.15	6.00	6.08
	Change	+.65	-.50	+.08
Goals and Problem Solving (4 items)	Pre	5.47	4.72	5.09
	Post	6.07	4.83	5.45
	Change	+.60	+.11	+.34
Control (3 items)	Pre	3.20	3.77	3.48
	Post	3.87	3.75	3.81
	Change	+.67	-.02	+.33

Generally, the responses indicated a positive climate for both groups. The Ithaca group indicated a somewhat more positive climate and indicated more positive growth than the Auburn group. The Auburn group demonstrated less ability in cooperative problem solving, which was apparent to the teaching staff.

Final Course Evaluation

The final course evaluation form administered to the Ithaca and Auburn classes consisted of 23 Likert type items plus three open-ended items. The instrument and average response for each item is provided in Appendix K. The average for all responses for all items was 3.9 on a scale of one to five. Average responses for specific items ranged from a low of 2.9 for one item, which would be neutral, to several of 4.4, which would be very positive responses.

A summary of the responses to the three open-ended questions is provided in Appendix L. Major criticism of the course included the amount of work, not enough time spent on assignments during class, and attitude or lack of commitment of some participants. The results of the final evaluation of the Ithaca and Auburn classes are being used for continuous improvement of the course.

OTHER PROJECT ACTIVITIES

In addition to the development of evaluation devices, learning packets and various teaching materials and activities for the course, a resource center has been established, a project newsletter developed and numerous programs conducted for various groups.

Resource Center. A wide selection of articles, phamplets, source books, paper backs, etc. have been collected. These have been used extensively in teaching the course, for special needs of participants and shared with other interested parties. Media that has been purchased has been used extensively for classes, by participants for their projects, by other teachers in their schools,

and for various programs and workshops.

Programs and Workshops. Fourteen programs or workshops were done by project staff, these were in addition to classes and activities related to the course. They included programs and work shops for regional home economics association meetings; Cooperative Extension agents, secretaries, and 4-H leaders; agriculture teachers; adult and consumer homemaking directors and teachers; a state home economics meeting; Community Service Education cooperating teachers; a school district in-service day, regional guidance personnel, two State Education Departments (out of state), and one national meeting (AHEA). The project director also presented two seminars on campus.

Newspaper and Other Publicity. Numerous newspaper articles have been printed about the project and course throughout the state. Examples of some of these are appended. A spot radio interview about the project was also aired on many radio stations.

Project MOVE Bulletin. A project newsletter has been developed and published twice. Its. purpose is to keep class members and other educators up to date on legislation for sex-fair education and on the availability of new resources. The Bulletin is also a vehicle by which class members share ideas, projects and activities. More than 150 individuals and organizations are included on the mailing list. Page 1 of the June newsletter is appended (Appendix N).

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APPENDICES

		Page
A.	Sample of Learning Packet	44
B.	Announcement of Course	47
C.	"What Do You Feel?" or Expanding Roles Instrument	48
D.	"Attitudes Towards Women" Instrument	50
E.	Changing Labor and Family Quiz	52
F.	Student Checklist	53
G.	Example of Participants' Project Proposal	54
H.	Examples of Project Status Reports	57
I.	Examples of Course Members' Products	
	1. Poster	62
	2. Unit of Instruction	63
	3. Plan for a Workshop	70
J.	Group-Growth Evaluation Form	73
K.	Results for Final Course Evaluation	74
L.	Responses to Open-Ended Questions on Final Course Evaluation Form	76
M.	Examples of Project Publicity	78

APPENDIX A

SAMPLE OF LEARNING PACKET

THE CHANGING WORK FORCE AND THE EVOLVING FAMILY

HEY, PEOPLE, I'VE GOT AN IDEA! LET'S FIND OUT WHAT YOU ALL WANT TO BE WHEN YOU GROW UP! FIRST, THE BOYS!
I WANNA BE A PILOT!
A FOOTBALL PLAYER!
A DOCTOR!
A DRUGGIST!
THAT'S GREAT, BOYS! NOW WHAT DO YOU GIRLS WANT TO BE?
WE WANT TO BE MOMMIES!
BOYS, IF YOU'LL EXCUSE US, THE GIRLS AND I HAVE TO HAVE A LITTLE CHAT.

doonesbury © Gerry Trudeau

Objectives

1. To gain information on the effects of sex discrimination, stereotyping and bias.

2. To become familiar with facts about the changing family and the increasing number of women in the labor force; to be aware of evolving attitudes toward traditional sex-role behavior.

3. To identify examples of communication and leadership styles and specific behaviors in yourself and other members of a group as defined by task and maintenance functions.

4. To develop skills which will be useful in developing your class projects and creating change in educational settings.

5. To understand various methods of data collection and the relative merits of each method.

6. To practice survey data analysis skills.

Contents

1. New York Times "Men and Women" series which includes three articles: (1) "The Family in Transition: A Challenge From Within," (2) "Vast Changes in Society Traced to the Rise of Working Women," and (3) (3) "The Trend Toward Sexual Equality: Depth of Transformation Uncertain."

2. "How Men Are Changing" (Newsweek)

3. "Women working: Toward a New Society" (Pifer)

4. "The Changing American Family" and "Who is The Real American Family?"
5. "Does the Working Mother Hurt Her Children?"(Farmer and Backer)
6. "Effective Group Behavior" (Miles)
7. "Practicing Facilitory Leadership Behavior"
8. "Principles of Change" (Imbler)
9. "Past Trends in Sex-Role Attitudes" (Oskamp)
10. "The Focused Interview" (Brannon)
11. "Interview of Title IX Coordinator/Administrator"
12. "Directions for Administering and Analyzing the Youth Group Survey" (with attached "Worksheet for Predicting and Analyzing Student Responses")
13. "Analyzing Student Responses to the Youth Group Survey"
14. Log

Activities and Assignments

1. Background
   a. READ The New York Times "Men and Women" series which include three articles: (1) "The Family in Transition: A Challenge from Within,"(2)"Vast Changes in Society Traced to the Rise of Working Women" and (3) "The Trend Toward Sexual Equality: Depth of Transformation Uncertain"
   b. READ "How Men Are Changing" (Newsweek)
   c. READ "Women Working: Toward a New Society" (Pifer)
   d. READ "The Changing American Family" & "Who is The Real American Family?"
   e. READ "Does the Working Mother Hurt Her Children?" (Farmer and Backer)
2. Leadership and Communication
   a. READ "Effective Group Behavior" (Miles)
   b. READ Chapter 4 in Johnson and Johnson's Joining Together
   c. ACTIVITY: Complete "Practicing Facilitory Leadership Behavior"
3. Change
   a. READ "Principles of Change" (Imbler)
   b. READ "Past Trends in Sex-Role Attitudes" (Oskamp)

c. READ "The Focused Interview" as preparation for the assignment "Interview of Title IX Coordinator/Administrator " (below).

d. Conduct "Interview of Title IX Coordinator/Administrator."

e. Begin to consider preliminary objectives for a course project. (Which group will you work with? For what purpose? Using what type of approach?) Record your objectives on a piece of paper with your name on it and attach the sheet to your log. If you have not chosen a particular group or specific strategy, list those which are possibilities. Also, if you have any questions or concerns about projects, let us know.

4. Evaluation

SPECIAL NOTE TO GUIDANCE COUNSELORS AND ADMINISTRATORS:
Although you probably do not meet daily with classes of students, please complete the following evaluation activities by either distributing the Youth Group Survey to a student group to which you do have access or by asking a teacher who would be willing to cooperate with you to distribute the survey in his/her class.

a. "Directions for Administering and Analyzing the Youth Group Survey" (with attached "Worksheet for Predicting and Analyzing Student Responses")

b. Analyzing Student Responses to the Youth Group Survey.

c. REMINDER: At the last class, each class member received enough copies of the Youth Group Surveys for at least one class of students.

5. Related Activities

a. Record journal entries.

b. Complete Log.

c. REVIEW p. 7-13 in the source book as assigned in the first Learning Packet.

APPENDIX B

NEW YORK STATE COLLEGE OF HUMAN ECOLOGY
A Statutory College of the State University
Cornell University, Ithaca, New York
DEPARTMENT OF COMMUNITY SERVICE EDUCATION

ANNOUNCES

A SIX-CREDIT GRADUATE COURSE PROGRAM

CSE 607: PROFESSIONAL IMPROVEMENT I: ISSUES IN VOCATIONAL EDUCATION.
CSE 608: PROFESSIONAL IMPROVEMENT II: STRATEGIES FOR CHANGE IN VOCATIONAL EDUCATION.

THIS GRADUATE PROGRAM IS:

- -for a selected team of vocational educators within this BOCES or City School district.
- -to include teachers of general home economics, industrial arts, agriculture, business and office skills, and other occupational courses, as well as guidance and administrative personnel.
- -to be conducted in the district over a period of two semesters, starting in January or September 1979.
- -tuition free because the State Education Department pays all tuition costs through federal vocational education funding.
- -to include as many secondary schools and vocational-occupational subject areas as possible. The number of participants per building will depend on the size of the school's enrollment but will not exceed three.)

The major goals of the course are to educate a team of vocational educators about the issue of sex discrimination, to assist them in carrying out activities to eliminate sex discrimination and to reduce sex stereotyping as mandated by Title IX, 1976 Federal Vocational Legislation and New York State Department of Education policies.

Course content will focus on changes in the labor force and family, federal legislation and New York State education policies, effects of stereotyping, adolescents' attitudes and expectations, assessing curriculum materials and audio-visual materials, developing classroom and workshop activities, praticing leadership skills, planning and implementing change, and evaluation.

Course assignments will include data collection, classroom activities and the dissemination of information about the issue of sex discrimination.

Course requirements include:

1) completion of nine sets of independent study materials; some assignments will involve interaction with faculty and students.

2) ten class meetings which will be scheduled with the team at its convenience after school, evenings, or Saturdays.

FOR FURTHER INFORMATION AND AN APPLICATION FORM CONTACT YOUR BUILDING PRINCIPAL OR PROJECT MOVE, , N135 MVR HALL, CORNELL UNIVERSITY, ITHACA, NEW YORK, 14850.

WHAT DO YOU FEEL?

Instructions: People have many different views about the roles of men and women in society and families today. Below you will find some of these. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating the response closest to you own feelings. Please indicate your opinion by circling one of the following: (AS) agree strongly, (am) agree mildly, (dm) disagree mildly, (DS) disagree strongly.

All questionnaires are anonymous. Please indicate only your code at the top. This will enable us to record your responses to a variety of topics without identifying you by name. Thank you for your assistance.

AS am dm DS 1. I could never respect a man who spends his days as a homemaker.

AS am dm DS 2. A married woman as well as her husband has the duty of helping to earn a living for the family.

AS am dm DS 3. It is more important for a wife to help her husband's career than to have one herself.

AS am dm DS 4. It is a man's duty to allow his wife a career, even if he is not personally in favor of it.

AS am dm DS 5. If a married woman's job sometimes requires her to be away from home overnight, this should not bother her husband.

AS am dm DS 6. A married woman should not make long range plans for her own career because they depend on her husband's plans for his.

AS am dm DS 7. The ideal type of marriage is one in which the father works and the mother stays home with the children.

AS am dm DS 8. If a husband and wife each have an equally good career opportunity, but in different cities, the husband should take the job and the wife should follow.

AS am dm DS 9. In general, men should leave the housework to women.

AS am dm DS 10. A married woman's most important task in life should be taking care of her husband and children.

AS am dm DS 11. The professional commitments of husband and wife should be given equal weight.

AS am dm DS 12. Men who stay at home to care for their children while their wives work neglect their masculine responsibilities.

AS am dm DS 13. I think all married women should be proud enough of their husbands to call themselves by their busband's first and last name.

****OVER****

(AS) agree strongly, (am) agree mildly, (dm) disagree mildly, (DS) disagree strongly

AS am dm DS 14. If their wives work full-time, husbands who work should do half of the housework and child care.

AS am dm DS 15. A husband's most important task in life should be taking care of his wife and children.

AS am dm DS 16. Taking out the garbage is a man's job.

AS am dm DS 17. Women who choose to work full-time are not using their natural talents to the fullest.

AS am dm DS 18. The wife should bear the main responsibility of child care.

AS am dm DS 19. Men make as good shoppers for the family as women.

AS am dm DS 20. Married women should not let their jobs interfere with the care of the household.

AS am dm DS 21. The best way for men to develop their potential is by taking jobs that utilize their uniquely masculine skills and qualities.

AS am dm DS 22. It is more difficult for a man to learn to be a good homemaker than for a women.

AS am dm DS 23. Women who work are the most important reason for the break up of the family today.

AS am dm DS 24. Husbands who assume all family financial responsibilities themselves should be admired.

AS am dm DS 25. A wife who works cannot possibly give enough of herself to her family obligations.

AS am dm DS 26. Marriages may fail because the husband is forced to be the sole support of his family.

AS am dm DS 27. In marriage, the major responsibility of the wife is to keep her husband and children happy.

AS am dm DS 28. Too much independence for a married woman will lead to an unhappy home life.

AS am dm DS 29. A good wife is one who puts the comfort and happiness of her husband first.

AS am dm DS 30. Making a choice between being a wife and mother and working full-time is no longer necessary for a woman since these roles can be workably integrated.

AS am dm DS 31. Women can have fulfilling lives without ever raising children as part of their career.

AS am dm DS 32. When a woman makes career plans, she should choose a career that will give her time to stay home with her children.

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ATTITUDES TOWARD WOMEN

Instructions: The statements listed below describe attitudes toward the role of women in society that different people have. There are no right or wrong answers, only opinions. You are asked to express your feeling about each statement by indicating whether you (AS) agree strongly, (am) agree mildly, (dm) disagree mildly, or (DS) disagree strongly by circling your response.

AS am dm DS 1. Swearing and obscenity are more repulsive in the speech of a woman than of a man.

AS am dm DS 2. Women should take increasing responsibility for leadership in solving the intellectual and social problems of the day.

AS am dm DS 3. Both husband and wife should be allowed the same grounds for divorce.

AS am dm DS 4. Telling dirty jokes should be mostly a masculine prerogative.

AS am dm DS 5. Intoxication among women is worse than intoxication among men.

AS am dm DS 6. Under modern economic conditions with women being active outside the home, men should share in household tasks such as washing dishes and doing the laundry.

AS am dm DS 7. It is insulting to women to have the "obey" clause remain in the marriage service.

AS am dm DS 8. There should be a strict merit system in job appointment and promotion without regard to sex.

AS am dm DS 9. A woman should be as free as a man to propose marriage.

AS am dm DS 10. Women should worry less about their rights and more about becoming good wives and mothers.

AS am dm DS 11. Women earning as much as their dates should bear equally the expense when they go out together.

AS am dm DS 12. Women should assume their rightful place in business and all the professions along with men.

AS am dm DS 13. A woman should not expect to go to exactly the same places or to have quite the same freedom of action as a man.

AS am dm DS 14. Sons in a family should be given more encouragement to go to college than daughters.

AS am dm DS 15. It is ridiculous for a woman to run a locomotive and for a man to darn socks.

AS am dm DS 16. In general, the father should have greater authority than the mother in the bringing up of children.

AS am dm DS 17. Women should be encouraged not to become sexually intimate with anyone before marriage, even their fiances.

AS am dm DS 18. The husband should not be favored by law over the wife in the disposal of family property or income.

AS am dm DS 19. Women should be concerned with their duties of childbearing and house tending, rather than with desires for professional and business careers.

(OVER)

AS am dm DS 20. The intellectual leadership of a community should be largely in the hands of men.

AS am dm DS 21. Economic and social freedom is worth far more to women than acceptance of the ideal of femininity which has been set up by men.

AS am dm DS 22. On the average, women should be regarded as less capable of contributing to economic production than are men.

AS am dm DS 23. There are many jobs in which men should be given preference over women in being hired or promoted.

AS am dm DS 24. Women should be given equal opportunity with men for apprenticeship in the various trades.

AS am dm DS 25. The modern girl is entitled to the same freedom from regulation and control that is given to the modern boy.

KNOWLEDGE QUIZ

APPENDIX E

PROJECT MOVE

Community Service Education
College of Human Ecology
Cornell University

Instructions: The following are either true or false statements about work, families and sex stereotyping. Please circle the T for each one you believe is True and F if you believe the statement is false.

T F 1. A majority of women work because of economic need.

T F 2. Women have a much higher absentee rate from their jobs than men.

T F 3. Males tend to have more difficulty than females in expanding their roles beyond traditional expectations.

T F 4. The majority of families are supported solely by the father's income.

T F 5. The average woman worker is slightly less educated than the average man worker.

T F 6. More young men than young women believe the woman's place is in the home.

T F 7. Today more than half of all women between 18 and 64 years of age are in the labor force.

T F 8. The single woman is usually employed for 40 or less years.

T F 9. The average age at which young people marry today has not changed considerably in the past 15 years.

T F 10. A majority of women who leave work to have children return to work.

T F 11. Women change jobs more often than men.

T F 12. From 1970 to 1976, there was a 33 per cent increase in households maintained only by women.

T F 13. Most unemployed men do not have the education or the skills to qualify for many of the jobs held by women.

T F 14. The average number of people per household today is four people.

T F 15. Employed women are offered fewer positions of responsibility than employed men.

T F 16. When wives work outside the home, their husbands spend significantly more time on household chores.

T F 17. The employment of mothers leads to juvenile delinquency among their young children.

T F 18. In 1976, one out of every five children under eighteen years of age lived in one-parent families.

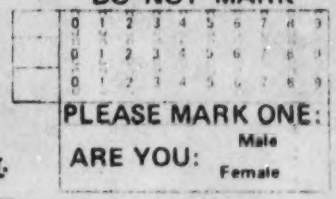
T F 19. Most men who have worked for women supervisors do not complain about working for a woman.

T F 20. The average woman worker earns less than three-fifths of what the average man worker does, even when each works full time.

APPENDIX F

STUDENT CHECKLIST

DO NOT MARK



DIRECTIONS: DO NOT PUT YOUR NAME ON THIS PAPER. Below are a number of questions about the ways a teacher may treat male and female students differently. Your answers to these questions will not affect your grade. Your teacher will not see these papers. We are asking for your help, to assure that male and female students are treated equally in your school.

You are asked to check if your teacher has done any of these things in this class during this school year. Please mark YES or NO for each question and answer all questions. Thank you for your help.

DOES YOUR TEACHER EVER???	YES	NO
FOR EXAMPLE: give too much homework?	▮	
1. use words that make jobs sound like they can only be done by one sex? For example: Saleslady for salesperson; mailman for mail carrier; policeman for police officer?	YES	NO
2. discuss the ways you can be treated unfairly in school, at home or on the job just because of your sex?	YES	NO
3. talk about how both men and women work in the jobs you are learning about? For example: women who repair cars; men who work in a nursery school.	YES	NO
4. provide information about jobs you hadn't thought of because not many of your sex have those jobs?	YES	NO
5. talk as if only mothers stay at home and only fathers work?	YES	NO
6. call students' friends of the opposite sex their "boyfriends" or "girlfriends?"	YES	NO
7. say things that would make you think that boys must act one way and girls another way? For example: "Don't act like a sissy, "Boys will be boys, "Act like a lady, "Stop acting like a tomboy."	YES	NO
8. point out when your textbooks, movies and filmstrips show men and women acting only in traditional ways?	YES	NO
9. show pictures, articles or books in class which show both men and women doing the work you are learning about in class?	YES	NO
10. discuss with members of the class how all of you will probably work and be parents and share in taking care of the home and family?	YES	NO
IF THERE ARE ONLY BOYS OR GIRLS IN YOUR CLASS, PLEASE STOP HERE!		
11. have the same safety and / or health rules for both boys and girls?	YES	NO
12. have all the boys sit together and all the girls sit together in your class?	YES	NO
13. make fun of girls who are "strong, big" or "good leaders" or make fun of boys who are "emotional," "caring"or "artistic"?	YES	NO
14. teach the same things to boys and girls in your class?	YES	NO
15. ask for you to tell them when male and female students are being treated differently in your class?	YES	NO
16. put boys and girls into separate groups for activities or projects?	YES	NO
17. provide different projects for boys and girls to do? For example: One sex gets easier activities than another to do.	YES	NO
18. give different grades to boys and girls who do the same work and do it equally well?	YES	NO
19. discipline boy and girl students differently for misbehavior?	YES	NO
20. give equal criticism and praise to both boys and girls?	YES	NO
21. make one sex do all the demonstrations in your class?	YES	NO
22. allow all students the same chance to use tools and equipment?	YES	NO
23. have all students take part in cleaning up?	YES	NO
24. make comparisons between the boys and the girls in the class? For example: Who got better grades on a test? Which group did an activity better than the other?	YES	NO
25. set the same rules for behavior for boys and girls?	YES	NO

APPENDIX G

EXAMPLE OF A PROJECT PROPOSAL

PLANNING PROJECT FORMAT

COVER SHEET:

1. Name and address of school submitting the project:

   Tompkins-Seneca-Tioga BOCES
   555 Warren Road
   Ithaca, New York 14850

2. Name(s) and title(s) of project directors:

   Maryann Gauger - Vocational Counselor
   James Green - Teacher, Machine Trades
   Jean Snyder -Teacher, Food Preparation

3. Pilot population:

   Twenty-seven faculty and administrators at the Area Vocational Center, and students from eight district schools interested in selecting a vocational program.

4. Inclusive date of proposed project activities:

   April 1978 to June 1978

5. Brief summary of project objectives and activities:

   Present an inservice program to raise the awareness level regarding sex equity of faculty at the Area Vocational Center and to eliminate one-sex classes while increasing vocational school enrollment in non-traditional programs.

Building Principal (Signature)	Chief School Officer (Signature)
Building Principal (Typed Name	Chief School Officer (Typed Name)
Date	Date

PROJECT PROPOSAL

I. Problem Statement(s)

1. The student population at the Tompkins-Seneca-Tioga Area Vocational Center is sex-stereotyped. Students are enrolled in non-traditional programs and thirteen one-sex classes exist.

2. The faculty of the Vocational Center are not aware of recent legislation regarding sex equity Sex bias and sex-stereotyping exists in both personal philosophy and teaching methods.

II. Project Objectives

1. To increase the number of students in non-traditional programs and to eliminate one-sex classes by exposing prospective students to career opportunities as graduates of non-traditional courses.

2. To encourage all students to participate in all occupational programs.

3. To inform teachers of recent legislation regarding sex equity and

4. To raise the awareness level of vocational teachers regarding sex bias and sex-stereotyping.

APPENDIX G. (continued)

III. Project Methods

1. A taped interview with each occupational instructor and students will be made available to all district schools. The interview will follow a standard format for a ten-fifteen minute interval. The tape will expose students to course activities, career options and other data necessary for selecting a vocational program.

   Along with the complete set of tapes will be a poster titled "Changing Roles in a Changing World" which will depict current students in non-traditional classes.

2. A program will be presented by the project directors to faculty, staff and administration. Activities will include films, questionnaires and group interaction games.

   The purpose of the program will be to raise the awareness of the staff on (a) sex stereotyping of students in program selection by area schools, (b) sex bias and stereotyping by peer group pressures and (c) sex discriminatory behavior by the faculty and staff.

dp

Activity Sheet 1

PROJECT STATUS REPORT

Name(s) Joe Trinkl

Title Evaluation of Special Teachers

Date June 1978

School Newfield Central School

I. Objectives	II. Steps (Methods) for Reaching Objectives	III. Current Status; Results to Date	IV. Expected Final Outcomes/Dates
Evaluation of four teachers and make them aware of sex discrimination, stereotyping and bias. a) To evaluate teachers and determine to what degree their teaching methods involve sex discrimination, stereotyping and bias. b) To make them aware of this and facilitate a change.	a) Survey the teachers to measure how they think they are teaching. b) Survey the students to measure how they see the teachers. c) Show film "When I Grow Up" and have teachers examine checklist of sex fair teaching behaviors. d) Conduct personal interviews with the teachers and students -- be prepared to make suggestion to teachers on how they can improve -- make yourself available to the students for individual discussion.	The teachers and students participated in a survey conducted by Suzan Schatz -- the results will be discussed when they become available. I have a 25 question teacher checklist prepared by S. Schatz and C. Farris that will be administered to the teachers and students in the Fall of 1978.	The final outcome will be in the Spring of 1979 when I will give a post survey to try and measure any change in the teachers and the students. The awareness objective is ongoing and it started with Suzan's survey. It will be continued when I discuss the survey and administer my survey and post survey.

Activity Sheet 1

PROJECT STATUS REPORT

Name(s) Nancy Marks

Title The Degree of Sex Role Socialization Observed in ~~a Classroom Situation~~

Date June 16, 1978

School Groton Central

I. Objectives

To examine the degree of sex role socialization initiated by the teacher in the classroom, as observed by students in a small, rural school system.

To design a workshop for students and teachers on sex-fair education, utilizing the results of a survey on sex role socialization.

II. Steps (Methods) for Reaching Objectives

- Conduct survey in an entire high school on the sex role socialization level of the teateachers as observed by the students.
- Write a research paper relating to the subject to gain practice in constructing a proposal.
- Design a workshop for students and teachers in the school system using information at an appropriate level for the existing level of awareness of sex bias that exists. The survey will be used to provide this information.
- Present the workshop at various schools that have already completed the survey to determine the awareness level of sex bias.

III. Current Status; Results to Date

- All the materials have been collected and tabulated from the survey.
- The research paper is completed.
- The workshop was designed and presented to the Groton school body on May 25, 1978.
- The workshop has been reevaluated and is ready for presentations at various schools in the fall.

IV. Expected Final Outcomes/Dates

- The survey can be used in any schod system to determine the level of sex role socialization.
- The workshop can be presented in any school system for teachers, students, or administrators.

tivity Sheet 1

PROJECT STATUS REPORT

Name(s) Steve Giamundo

tle Discovery Posters Date 8/8/78 School Auburn BOCES

Objectives	II. Steps (Methods) for Reaching Objectives	III. Current Status; Results to Date	IV. Expected Final Outcomes/Dates
o create a series of posters dipicting voman's impact on the labor force	I initially intended to create a cartoon caricature dipicting a prehistoric cavewoman dragging a caveman by the hair. The title caption read,"How Does This Grab You ?" Underneath the cartoon was a fact concerning women's Role in the labor force. Ten posters, each with a different fact were to be created and distributed.	After initial acceptance the design concept for the cartoon was rejected. It was felt however, that the idea was sound. It was then suggested that a series of photographs take the place of the cartoon.	
	I created some inital photographs using some of the students at the occupational center as models.	I developed and printed these photographs adding appropriate captions at the area most conducive to good design. These were used as models in the presentation. One such photograph accompanies this report.	The expected outcome is to enlighten High School students , Males and Females alike ,about potential careers available to both men and women alike.
o test the effectiveness of the posters.	Before distributing and displaying the posters a pretest would be given out. A true false format utilizing facts, both fictious and real concerning women in the labor force. The captions of the posters were to be incorporated into the test. Then the posters would be displayed. After one month the instrument would be distributed again to the same people. Comparasions, drawn from both tests		

I. Objectives	II. Steps (Methods) for Reaching Objectives	III. Current Status; Results to Date	IV. Expected Final Outcomes/Dates
	drawn from both tests would be evaluated and a conclusion could be reached	Funding is holding up poster production The cost for high quality reproduction of ten posters, 17½ x22, Full Bleed Duotones, is estimated to be 3000.00. I intend to apply for an SED Grant to appropriate most of the money. To make up the rest the school board might be approached to ask for the use of school equipment to do the job In house.	The Deadline for Sed Is Middle January. If approved the posters may be done spring,1979, The survey one month after poster completeion.

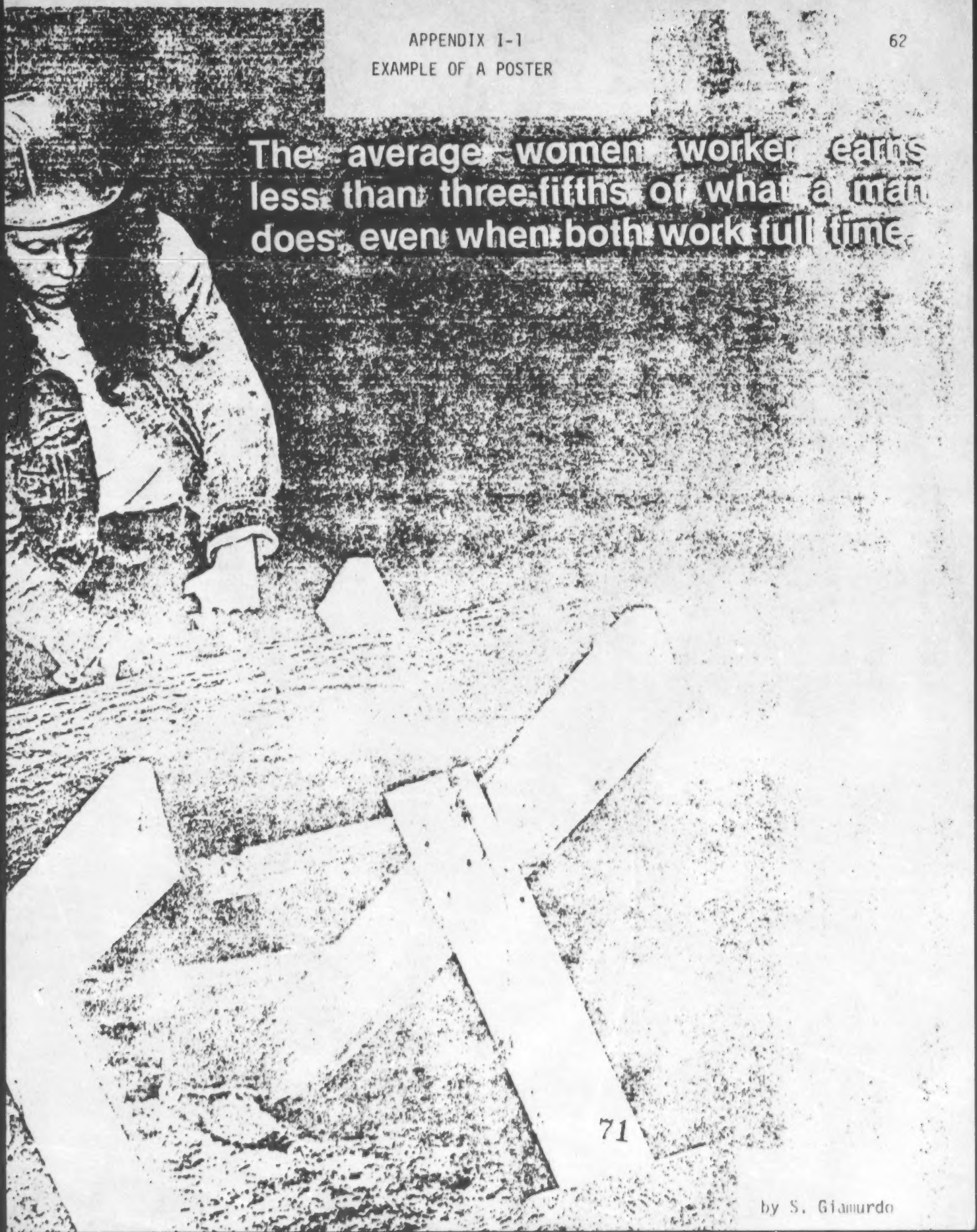
Activity Sheet 1

PROJECT STATUS REPORT

Name(s) Mary Richardson

Title Textbook Evaluation Date June 1978 School East Middle School

I. Objectives	II. Steps (Methods) for Reaching Objectives	III. Current Status; Results to Date	IV. Expected Final Outcomes/Dates
To evaluate three Home Economics textbooks with regard to sex role stereotyping for the purpose of recommending one to replace the existing middle school text.	Evaluate the three books using Feldman, Weis, and Hutton's guides.	This has been completed. Summary attached with project.	Completed and handed in with this paper.
To make myself available to the Home Economics Department as a resource person with regard to the selection of non-sexist textbooks and materials.	I plan to take part of one of the Home Ec. department meetings in the fall to review my study of the texts and offer my services.	Will arrange this in the fall with the teachers left in the department.	As soon as possible Fall 1978.
To teach what sex role stereotyping is.	Acquaint them with stereotyping through the use of Work Foree Quiz and Voting, p. 111 of Source Book.	Meeting outline is included in project.	Same
To describe for other teachers the manner in which textbooks and materials currently in use in the department can be used or modified to guard against stereotyping.	Give teachers a handout listing ideas.	Handout is enclosed in project as well as other papers to be handed to staff members.	Same


The average women worker earns less than three-fifths of what a man does, even when both work full time.
71
by S. Giamurdo

APPENDIX I-2

EXAMPLE OF UNIT OF INSTRUCTION

Topic: Changing Roles in Today's Society

Behavioral Objectives

Upon completion of this two-week unit, the student will:

-be able to identify existing stereotyping where it applies to career opportunities and sociological roles

-be able to determine how change is currently being affected in the labor force and in family roles

-be familiar with educational publications, materials, etc., that are available to the public and educational sectors that are designed to increase awareness

-have an increased awareness in terms of how changing roles result in a fuller scope of goals for all people

-be familiar with federal legislation, and esp. with Title IX, regarding sexism

-know how to write a correct letter of complaint for Title IX

-be able to identify sexism in literature

-be able to determine his knowledges and attitudes concerning sex stereotyping

Materials

Pre-unit inventories: Inventory of 25 T/F items
Work Force quiz - 18 T/F items
What Can I Do?

Articles: Teenagers Say Woman's Place is at Home/Who is More Liberated?
The Broverman Study/Healthy Americans
Changes in Attitudes and Values
Beliefs About Sex Differences
How Men Are Changing
Sexism in Everday Speech
Guidelines for Equal Treatment of the Sexes in McGraw-Hill Book Company Publications
Vast Changes in Society
The Family in Transition
The Influence of Peer Groups on Secondary School Students

Publications: Strategies for Change
Anyone's Guide to Filing a Title IX Complaint

Sourcebook Activities:
- Examing Textbooks, p. 83
- What Can I Do?, p. 85
- Once Upon a Time, p. 91
- Employment Wanted, p. 96
- Role Plays on Employment, p. 104
- Household Responsibilities, p. 105
- Dear Abby, p. 107
- Financial Facts of Life, p. 108
- Role Plays on Family Life, p. 109
- Student Interviews, p. 110
- Voting, p. 111

Display: Federal Laws and Regulations Concerning Sex Discrimination in Educational Institutions

Unit Plan on Changing Roles in Today's Society

Day One

Behavioral Objectives

The student will be able to determine his present knowledges and attitudes about sex stereotyping.

The students will be able to determine how "role reversal" effects today's male.

Materials

Pre-unit inventories (3)
Articles: Teenagers Say/Who is More...
How Men Are Changing

Activities

*Distribute first two inventories to students to be completed anonymously, handed back in and re-distributed randomly for discussion of responses
*Hand out article Teenagers Say/Who is More... and tie it in with their responses
*Distribute third inventory and discuss limitations each student was aware of because of sex stereotyping
*Distribute article How Men are Changing for homework

Day Two

Behavioral Objectives

The student will be able to determine his personal attitude on role reversals through role playing.

Materials

Sourcebook activities: Once Upon a Time
Role playing

Activities

*Distribute Once Upon a Time activity and tie this in with the Newsweek reading
*Poll students for personal experiences with role reversals in either their family or neighbors
*Poll students for personal feelings about "Who really needs to be the breadwinner"
*Engage in role playing to tie in today's activities

Day Three

Behavioral Objectives

The student will be aware of the "misinformation" that abounds on sexism and stereotyping. He will be able to identify the damages that may result.

Materials

Sourcebook Activity: Dear Abby
Articles: The Broverman Study
Beliefs About...
Vast Changes in Society
The Family in Transition
Changes in Attitudes...

Activities

*Hand out and discuss the implications of the Broverman Study - ie., the healthy American
*Hand out and discuss the article Beliefs About...
*Carry out "Dear Abby" activity
*Hand out and discuss articles on the changing family:
Vast Changes...
The Family...
*Hand out article Changes in... for homework assignment

Day Four

Behavioral Objectives

The student will be able to identify subliminal sexism in literature.

Materials

Sourcebook activities: Famous Quotes
Defining Stereotyping
Articles: Sexism in Everyday Speech
Guidelines for Equal Treatment...

Activities

*Hand out Famous Quotes activity for short discussion
*Hand out Defining Stereotyping activity and complete
*Hand out articles: Sexism in...
Guidelines for...
*Discuss articles and outline assignment to study textbooks, newspapers, magazines for stereotyping - bring examples to class tomorrow. Be prepared to rewrite offending literature.
*Excuse class to library

Day Five

Behavioral Objectives

The student will be able to identify sex stereotyping in relation to responsibilities.

Materials

Sourcebook activities: Employment Wanted
Household Responsibilities
Voting

Activities

*Discuss examples of sexism found in literature and as a class, rewrite offensive/derogatory (sexual) references
*Monday's assignment: Check Sunday's newspaper for jobs that are obviously sex classified
Employment Wanted activity for Monday
*Hand out and complete activities on Household Responsibilities and Voting

Day Six

Behavioral Objectives

The students will be able to identify those jobs which are classified by gender.

The students will be able to determine the importance of financial responsibility for all family members.

Materials

Sourcebook activities: Role Plays on Employment
Financial Facts of Life
Legislation unit
Student Interviews

Activities

*Discuss job employment findings - prepare a chart illustrating stereotyping
*Engage in Role Plays... activity to tie in this assignment
*Hand out and complete Financial Facts... activity
*Assignment for Friday: Student Interviews activity
*Hand out papers on Legislation for homework reading

Day Seven

Behavioral Objectives

The student will know what federal legislation exists to eliminate sexism and sex stereotyping.

The student will be able to determine how this school is complying with Title IX.

Materials

Sourcebook: Legislation Unit
Display Chart: Federal Laws and Regulations...

Activities

*Present display to class
*Discussion on role of federal government
*Discussion on what our school is doing

Day Eight

Behavioral Objectives

The student will be able to write a complaint (Title IX) in correct form.

The student will be able to identify the steps necessary for affecting change.

Materials

Publication: Anyone's Guide to...
Articles: The Influence of Peer Groups...
Strategies for Change

Activities

*Hand out and discuss the publication Anyone's Guide
*Hand out article Strategies for Change and introduce homework assignment: Identify a problem area and outline steps necessary to effectively alleviate it (can be done as group project, 4-5 students per group)
*Hand out article The Influence... for student's information

Day Nine

Behavioral Objectives

Through oral presentations, the students will demonstrate their comprehension of effective problem-solving strategies.

Activity

*Oral report on problem-solving strategies
*Time permitting, begin oral reports on student interviews

Day Ten

Activity

*Completion of oral reports on student interviews

Evaluation

*Distribute pre-unit inventories and compare responses with previous results for increased awareness and accuracy

ACTIVITY 4c: IDENTIFYING AND DESCRIBING YOUR AUDIENCE

Complete the following for an actual group you have or may work with or for a hypothetical group, such as a group of educators from your subject matter area.

TOPIC OF WORKSHOP Creating Awareness of Sex Stereotyping in Business EDUCATION

NAME OF GROUP (such as business teachers, school faculty, etc.) BATT (Business and Teachers Together)

A. Describing the Audience

1. **Characteristics of Group:** Mostly business teachers in Tompkins and Cortland Counties; a few invited ~~businessmen~~ people from banking, industry, retailing, public utility, and State Employment Office.

2. **Estimate of group's**

   a) **knowledge about topic** Limited exposure to information about sex stereotyping; business community representatives may be familiary if federal monies are involved in the operation of their particular business.

   b) **awareness of and attitudes about topic** some awareness of women's movement

   c) **interest in topic** main interest is in job opportunities for students entering non-traditional fields.

3. **Other common needs, interests, concerns, problems:** common concern ~~xxxxxx~~ would be attitudes of teachers as well as their expectations for males and females; business people's willingness to hire people in non-traditional roles may be a problem.

4. **Possible assumptions and guidelines for planning program:** _____

Meeting scheduled early in October will allow the classroom teacher an opportunity to incorporate the "changes" in the world of work into their respective programs. Business-people ~~men~~ will be able to provide some insight into their hiring policies and job opportunities for entry-level workers.

II. Developing Your Program Objectives

Use the following as a worksheet, filling in parts 2 and 3 as you develop your program.

L E A R N I N G

		Knowledge	Attitudes	Skills
1.	Observable Behavior (what audience will learn)	Participants will have Increased ~~awareness~~ knowledge of Title IX and societal changes relative to family and labor.	///have increased //////awareness of own /////sex stereotyped attitudes.	-be able to identify activities for use in classroom.
2.	Performance Level (evaluation)	Will reveal understanding of labor and family changes by responding to work-force quiz.	/ attitudes will be exposed during discussion of responses to work-force quiz.	-administer Work Force Quiz and interpret result with confidence.
3.	Conditions (program activities)	Small groups will participate in activities where facts will be presented	/attitudes will be-- revealed through Dear Abby, Cinderella,/ Prince Charming Publishers' bias will be revealed through evaluation of business textbooks.	all activities will be duplicated for later use in classroom or in the business world.

EXPLANATION OF EACH PART OF PROGRAM -- BATT Organization Meeting

Time	Description of Activity	Person Responsible
4:00	Registration & Refreshments	Head & Streeter
4:30	Welcome - Introductions Overview of Program	President of BATT Streeter
4:45	Speaker on "Title IX and Changing Roles in Society"	Farris
5:30	Small Discussion Groups - Recorder 4 leaders from Cornell-BOCES class	Head, Gauger, Snyder and Green
6:00	Dinner in Cafeteria	TC 3 Cafeteria staff
7:00	Return to Forum for reports from small discussion groups	Recorders & Streeter
7:15	~~Movie~~ -- The Cowboy (not exact title, do you recall the title?)	Head
7:45	Discussion of Movie	Head
8:00	Small Group Activities 1 - Dear Abby 2 - Cinderella 3 - Prince Charming 4 - Texbook Evaluation using business textbooks provided by Streeter	Streeter, Head, Gauger, Snyder, Green
8:20	Reports from small groups	Streeter. and Recorders
8:40	Distribution of mimeographed materials for use in classrooms (with some explanation)	Head and Streeter
8:50	Closing remarks and evaluation form distributed	President of BATT

Source Book Materials to be used - pages 9, 10, 13, 59, 60, 61, 84, 91, 107.

APPENDIX J

GROUP GROWTH EVALUATION FORM

Because one of the objectives of this course is to expand leadership and communication skills, the functioning of your group as a team becomes an area for meaningful consideration. Since we are nearing the end of our course, we are interested in how you feel about your group.

NOTE: After completing this form, please bring it with you to the next class meeting.

GROUP-GROWTH EVALUATION FORM

DIRECTIONS: RATE YOUR GROUP ON EACH CHARACTERISTIC. USE RATING FROM 1 TO 7 WITH 7 AS THE HIGHEST RATING.

7=Displayed this characteristic all of the time
4=Sometimes displayed this characteristic (or 1/2 the time)
1=Never displayed this characteristic

CLIMATE

1 2 3 4 5 6 7 (1) Individuals are treated as human beings, not as impersonal members of the group.

1 2 3 4 5 6 7 (2) We are a close group.

1 2 3 4 5 6 7 (3) This group displays cooperation and teamwork.

1 2 3 4 5 6 7 (4) Membership in this group is aiding the personal growth of the group members.

1 2 3 4 5 6 7 (5) There is a sense of trust and confidence in all of the members of this group.

1 2 3 4 5 6 7 (6) Members of this group show supportive behavior toward each other.

1 2 3 4 5 6 7 (7) Membership in this group is a satisfying experience.

1 2 3 4 5 6 7 (8) One can achieve a sense of accomplishment from membership in this group.

DATA FLOW

1 2 3 4 5 6 7 (9) Members are willing to share information with other members of the group.

1 2 3 4 5 6 7 (10) Group members feel free to discuss relevant personal experiences with others.

GOAL INFORMATION AND PROBLEM SOLVING

1 2 3 4 5 6 7 (11) Group goals are more important in this group than individual ones.

1 2 3 4 5 6 7 (12) This group uses cooperative constructive methods in problem solving, rather than a competitive approach.

1 2 3 4 5 6 7 (13) Problems are dealt with as they arise rather than being ignored and postponed.

1 2 3 4 5 6 7 (14) Individual needs and desires are reflected in the formulating of the goals of this group.

CONTROL

1 2 3 4 5 6 7 (15) This group allows little to intefer with its responsibility for getting a job done.

1 2 3 4 5 6 7 (16) The group can be manipulated by one member.

1 2 3 4 5 6 7 (17) The group tries to manipulate individuals.

APPENDIX K

RESULTS FOR FINAL COURSE EVALUATION

Auburn & Ithaca Classes
Combined - June 22, 1978

Course Evaluation

N=15

C.S.E. 607, 608

Instructions: The following questions are to be answered using a 5-point scale where "1" and "5" will be defined and "3" always stands for the midpoint. For example, if a course is slightly below the midpoint in a given aspect, write a "2" for that item. Write an "0" if the question does not apply to this course.

4.4 1. Did the course stimulate your interest in the subject?
1= destroyed interest; was boring — 5= stimulated great interest

3.9 2. How much independent thinking did the course demand?
1= no thinking required — 5= thinking always required

4.3 3. Was the staff tolerant of other viewpoints?
1= allowed no contradiction of his/her viewpoint — 5= welcomed differences in viewpoint

3.9 4. Were appropriate materials selected for the learning packets?
1= inappropriate — 5= needs of students very evident in selection of material presented

3.7 5. Was the presentation of material in learning packets organized?
1= congested; disorganized — 5= clear; organized

3.3 6. How valuable were class sessions?
1= very valuable — 5= little or no value

4.4 7. Was the staff willing to help students who had difficulty?
1= seemed unwilling to help — 5= seemed interested in being helpful

4.0 8. How would you rate the amount of reading required for the course?
1= much too light — 5= much too heavy

4.1 9. Overall, how much did the assignments add to the value of the course?
1= nothing; useless exercises — 5= a great deal; I learned from the work

2.9 10. Was the feedback on assignments adequate?
1= too little feedback — 5= very instructive

3.1 11. Is the grading procedure of satisfactory-unsatisfactory for the course suitable?
1= very suitable — 5= very unsuitable

4.1 12. Did the stated objectives of the course correspond with the outcome?
1= no agreement between announced objectives and what was taught — 5= considerable agreement between announced objectives and what was taught

3.8 13. Did the course fulfill your expectations in terms of what you wished to learn?
1= not at all — 5= the course fully met my expectations

3.6 14. The amount of effort I invested in this course was:
1= much less than for most of my courses — 5= much more than for most of my courses

3.5 15. The amount of work required for this course, in relation to other courses giving the same number of credit hours, was:
1= much less than for most of my courses 5= much more than for most of my courses

3.1 16. The difficulty level of this course was:
1= much easier than for most of my courses 5= much harder than for most of my courses

4.1 17. My interest level in this course, in comparison to other courses I have taken:
1= much lower than in other courses 5= much greater than in other courses

3.6 18. The amount I learned in this course, in comparison to other courses I have taken:
1= much less than in other courses 5= much more than in other courses

3.9 19. The value of this course to my professional education, in comparison to other courses:
1= much less than from other courses 5= much more than from other courses

4.3 20. Overall, my opinion of this course is:
1= very poor course 5= an excellent course

4.3 21. Do you believe the course will help you be more effective in your professional role?
1= not at all 5= a great deal

3.8 22. Do you feel there were enough options provided for individual interests and needs?

4.4 23. If provided the opportunity, would you take another course from the instructor/staff?
1= not at all 5= very definitely

1. The best part of this course was:

2. The worst part of this course was:

3. The most important change to make is:

Other Comments:

APPENDIX L

RESPONSES TO OPEN-ENDED QUESTIONS ON FINAL COURSE EVALUATION FORM

1. The best part of this course was:

I enjoyed working with the group - very important. I felt that the material covered was important - and I hope that we can spread the word.

The informal interaction of the class members. Dinner may have been a big factor.

I really enjoyed the teamwork. I feel we learned and got strength from each other. The idea of a team of students and a team of teachers was superb.

Making me aware of an issue I was quite ignorant about.

The readings and exposure to a lot of the literature which we sent for or was part of the course. --The knowledge of the legislation and that there is a whole network of dedicated people "out there" who are working toward a sex-fair future.

Instructors committment to subject and desire to help.

Awareness procedure, readings must be more sex fair.

The topic - Staff dedication and interest - Organization of materials.

Group interaction.

Getting to know others with the same feelings.

Talking with staff and other members of the class - Being exposed to Title IX.

The interchanging of ideas and some of the readings were excellent.

Group discussion.

The final project.

Making aware Title IX meaning.

Learning packet material. Appreciated having reading materials (fine quality) selected and handed out.

2. The worst part of this course was:

I enjoyed all of the exercises.

Some readings were a bit difficult but interesting. Usually took more than one reading through to have the material sink in.

I would have appreciated spending more time getting feedback on assignments. I would like to have gone over assignments in class.

Timing. I had no idea that there would be this much work - particularly right into summer. It has proven to be a very frustrating experience for me.

Getting the homework done!

Group not functioning as a cohesive group.

Amount of work that it takes from other than the one in the class. Not enough time to discuss L.P.'s. Readings were not sex fair (he, she, man, woman, female, male, etc.).

The textbook - difficult for anyone without group training background.

The time lag between sessions.

Determining what to do for a project.

Too much reading on the same topic.

Final Class Evaluation - page 2

2. The worst part of this course was:

The learning packages contained too much work for the amount of time available.

Random Selection.

Study on random selection.

A-LOT-OF-READING.

Alot of the activity sheets, after awhile, became busy.

3. The most important change to make is:

I see no major changes - other than a little clearer directions in packet and more working in the group.

Rearrange order of learning packets. Need more discussion sessions.

I would like to see more practical information on Title IX, etc., given in the beginning of the course, so we would feel confident about the facts right away.

Change from 6 credits to 3, and condence materials. Minimize the leadership aspect - but stick eith the stereotyping, aspects of labor & family, how to destereotype all aspects of education.

Possibly more use of "acting out" and role play from the group process book - to help us articulate and problem-solve and use our reading.

To make sure the members are committed to the program and to working together as a group before work is started. Also more information on Title IX before other work presented.

Better organize learning packet, make more options for those in this course other than teachers (guidance).

Number of classes to attend - some came, some didn't. Grade should be A, B, C, etc.

Course scheduling.

Meeting more frequently.

Better organization and explanation of topics and projects.

More class meetings and less learning activities in the packages, just reading (the relevant ones) and comin to the class for discussion and attitude adjustment.

Better comprehension of Title IX.

Better organized instructions, less coffee clutching.

Letting people know what will be expected of them from DAY-1.

Group activities in class.

Other Comments:

Keep Johnson & Johnson - it's great. Although I may not receive credit for the course I found the change it brought in my attitude and thoughts on sex fair problems made time worth it. A marvelous learning experience that will alter many lives! Thank you for your guidance!

It was a good course, I learned a lot and feel committed to continue.

#8 - Only too much because we were not aware of the reasons why we were doing the reading. More explanation necessary earlier in the course.
#11 - Attendance should be stressed and held accountable for. Not fair for non-attenders to receive credit - make our group not function well.

Have speakers contrary to the course's opinion to present real situations to evaluate rather than professors which reiterate. Very good course - I enjoyed it and hope that I helped you.

EXAMPLES OF PROJECT PUBLICITY

Sex-fair Classes Open

By ANITA ALTMAN

Legislation demanding the end to sex-biased education is only the first step in meshing boys and girls in the classroom.

Parents, teachers and students have to be made aware that traditional role-models etched in the brains of past generations stand in the way of wiping out sex barriers.

Prior to the passage of Title IX in 1972, designed to eliminate educational restrictions based on sex, one-sex classes were the national norm.

Yet despite the 1972 ruling and the recent 1977 Vocational Education Legislation, requiring each state to assign a full-time person to assist in the abolition of sex-role stereotyping, few students have abandoned old-world thinking to pursue nontraditional career training.

At the Lakeside Occupational Center of Onondaga-Madison BOCES, a smattering of girls are seen in the machine shop and auto mechanics classes. The same is true of boys in child care, fashion design and sewing classes. Counseling teenagers into changing deep-seated thoughts is still a challenge for educators who, for years, have relied on manuals casting children into conventional niches, remarked Gerald Hochreiter, Lakeside principal.

Carol Jabonaski, sex equity coordinator for the New York State Education Department, has confronted resistance from people governed by orthodox thinking. But, she adds, "New York Staters are more advanced than residents of other states in planning for a realistic future."

A course is currently being given across the state by the N.Y. State College of Human Ecology, Cornell University. Once a month, the traveling classroom arrives at the Lakeside BOCES center to train teachers and administrators in methods and techniques to provide sex-fair programs.

In Mrs. Jabonaski's state-wide rally to break down sex barriers, she has discovered an increase in the business and industry search to find men and women prepared in nontraditional jobs. And as part of affirmative action, women are being sought for skilled trades.

So the ends justify Mrs. Jabonaski's means. She was in Syracuse last week to meet with Pearl Grandelli, Lakeside commercial art teacher, to develop specifications for a state poster contest. Suggested titles for the posters include "Expanding Career Choices" and "Role Over."

The basic philosophy dictates that male and females be prepared in combining roles as homemakers and wage-earners.

"All students should be trained for all segments of life," Mrs. Jabonaski reflected.

Program to Reduce Sex Stereotyping

A program that will train teachers across New York State to reduce sex stereotyping in classrooms has begun at the State College of Human Ecology.

Charlotte J. Farris, professor of community service education, who is in charge of the program, said it is intended to overcome limitations adolescents place on themselves as a result of beliefs that certain situations are "male" or "female."

Removing these stereotypes in education, she said, will allow students to view family, work and personal situations more realistically. For example, they will realize that most women, married or not, work outside the home, and that it is fitting for a man to show his love for his children.

Farris will be working through teams of teachers to reduce stereotyping in junior and senior high schools. The teams will teach the teachers to look for their own biases and to examine stereotyping in books, films and other classroom materials.

97

Class aim: Eliminate sex bias

AUBURN — Three local teachers have enrolled in a vocational education course to help eliminate sex bias and stereotyping in classrooms.

The teachers are Diana J. Landis, Sandra Loewenstein and Mary E. Richardson.

The program, which is conducted locally by the State College of Human Ecology at Cornell University, is to assure equal education for both sexes.

Adolescents often place limitations on themselves because they believe certain situations are male or female oriented, said Charlotte J. Farris, Cornell professor of community service education.

Such stereotypes encourage males to pursue occupational training, but limit the occupational choices of females.

"If humans are liberated from stereotypes, members of both sexes can choose and participate in career and family activities according to the needs and interests of themselves and others," Prof. Farris said.

Other subjects the teachers will study in the one-year Cornell course include labor force and family, federal legislation, state educational policies, assessing curriculum and audio-visual materials, leadership skills, and strategies for change.

Tuition and expenses are being paid by the state Education Department under federal vocational education funds.

PROJECT MOVE→ BULLETIN

MAXIMIZING OPTIONS IN VOCATIONAL EDUCATION

Community Service Education

Volume 1, Number 2 CORNELL UNIVERSITY June 1, 1978

NEWSNOTES BECOMES PROJECT MOVE→ BULLETIN

With the adoption of our new name, the publication NEWSNOTES, which enjoyed a publishing history of one issue, will hereinafter be known as Project MOVE→ Bulletin.

SEX-FAIR AND SEX-AFFIRMATIVE TEXTBOOKS

An April 30, 1978 New York Times article by Jean E. Collins discusses sex fairness in elementary and secondary textbooks and the progress that has been made in that area since 1972, when Scott Foresman and Company issued its "Guidelines for Improving the Image of Women in Textbooks."

Collins states that California and Texas are states with the most stringent guidelines for sex equality and, since they are two of our largest and wealthiest states, publishers now have a strong economic reason for having their textbooks approved there.

In addition to holding open hearings in which groups help influence which books are accepted or rejected, California has 31 textbook display centers throughout the state where individuals can examine and criticize textbooks being considered for adoption.

Collins says that sex-affirmative books are more complicated and costly to produce than sex-fair books and progress in this area has been slower. But the major obstacles to sex equality in textbooks are that "many unrevised books are still being used in schools that cannot afford to replace them" and "even when revised books are being used, sexist behavior by teachers and other influences such as bias in the media negate any positive effect the books may have on students."

SEX DESEGREGATION ASSISTANCE

School boards may apply for sex desegregation assistance under section 405 of Title IV of the Civil Rights Act of 1964 as amended. (See the Federal Register, Vol. 43, No. 54, Monday, March 20, 1978.) For proposals, school boards should review the eligibility requirements contained in 180.71 of the Proposed Rule for Desegregation of Public Education Programs in the same issue of the Federal Register. Almost $7 million will be available to school boards.

WATS LINE PROVIDES ANSWERS TO CAREER GUIDANCE COUNSELORS

Sponsored by the U.S. Office of Education, the Rural Career Guidance Communication Network offers immediate answers to career guidance questions via a WATS line (800-848-6050). The network answers such questions as: "Can you recommend curriculum materials for a new careers course I'm teaching?" or "Can you suggest a guidance consultant in my geographic area?"

Calls are answered directly on weekdays from 8 a.m. to 5 p.m. by experienced guidance personnel, and a recording device takes calls evenings and weekends.

In addition to the telephone line, the Network offers a career guidance newsletter, "The Rural Connection," information on new guidance materials, programs and techniques, filmstrips and workshops. For more information, write: The Center for Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

-- from Voc-Tech Briefs, American Vocational Journal, March 1978